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ABSTRACT

The document describes and evaluates an arts education project at an elementary school in Belmont, California. Developed by nine arts educators under a grant from the California Arts Council, the project presented units in dance, drama, music, and visual arts to pupils in grades 4-6. Objectives include demonstration by students of basic competency in group dance and dramatics, skills of construction in two- and three-dimensional visual art, and composing and performing original songs. A teacher's guide describes up to ten learning activities for each of the four arts areas, such as square and folk dances, dramatic circle games, puppet shows, discussion and review of student-created musical filmstrips, and woodblock printmaking. Objectives, materials, time required, number of participants, teaching strategies, and additional resources are listed for each activity. Also presented are a student evaluation form, excerpts of minutes from staff meetings, an outline of project-related activities by staff members, and a listing of contacts made by staff members to disseminate information about the project. The report concludes that the project stimulated a collective effort among the school staff, created an arts identity for the school, and caused identifiable curriculum development in arts education. (Author/DB)

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FINAL REPORT OF

CURRICULUM AND DEVELOPMENT IN ARTS EDUCATION

GRANT NO. 007604139

June 20, 1977

SO 010 172

Submitted by: Forrest Shigley
Project Director
Cipriani School
Belmont School District
Belmont, California 94002

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SECTION I

PROJECT LOG

PROJECT LOG

1976

8/23-24 Meeting with Project Staff, 9:00-12:00, two days; to set preliminary plans for early part of school year. Principal and upper grade (4th, 5th, 6th) teachers present. (See SECTION VII-MINUTES)

9/15 Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)

9/21 Contacted Dr. Westerfield, California State University, San Francisco, re: Children's Theater for In-service; he is to respond with explanatory letter.

9/22 Contacted Dr. Fitzmaurice, Nueva Learning Center, Hillsborough, CA, re: In-service for Project Staff; "Using volunteers in the classroom, music work," meeting to be set-up with Staff in Oct.

Meeting of Project Staff, 3:45-5:00. (See SECTION VII-MINUTES)

9/23 Contacted by KGO-TV, Oakland, CA, re: participation in "California Countdown," meeting set for 9/29.

9/29 Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)

5th grade teachers (Project Staff) meet with Associate Producer of KGO-TV program to plan taping of show next week, (20 students).

10/1 Project Director (Principal) interviews for Instructional Aide position in Project.

10/4 Instructional aide (Alan Boyd) began work as member of project staff, (5 hours daily).

Project Director circulated information ("Promising Programs") for Project Staff visitation.

10/6 Meeting of Project Staff, 3:45-4:45. (See SECTION VII-MINUTES)

10/7 Preliminary talk with Rick Gemmet, San Mateo County Schools Supt. Office, re: Staff training in "Communication Skills," to return with plan and schedule for workshop.

10/8 Called Dr. Westerfield to set-up "Actors in the Classroom," (Children's theater group) for 4/21.

10/11 Began scheduled "Mini-Arts-Units" (first); 1:15-2:00, Mondays and Wednesdays. (See SECTION VII-MINUTES)

10/13 Project Staff Meeting, 3:45-5:00. (see SECTION VII-MINUTES)

10/16	San Mateo County Reading Association Workshop, attended by Project Staff member, Marylin Smith.
10/18	Requisitioned conference registration for Dan Chin (Project Staff) to attend "CEMEREL" Workshop, 11/6.
10/20	Meeting of Project Staff, 3:30-4:30. (See SECTION VII-MINUTES)
10/27	Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)
10/29	"Friday Forum" of Belmont Faculty Association; workshop on "Education through Music," attended by Dan Chin (Project Staff).
11/3	Meeting of Project Staff, 3:45-4:45. (See SECTION VII-MINUTES)
11/4	Contact with Dr. Fitzmaurice, re: Jan. 12, 1977, In-service workshop.
11/5	"The Use of Art as a Form of Nonverbal Communication in the Classroom," a workshop of the San Mateo County Office of Education and the School Psychological Association of San Mateo County, with Doris Arrington; attended by Project Staff.
11/6	Dan Chin attended "CEMEREL" Workshop, Oakland, CA.
11/8	Contact with Elliot Eisner, Stanford University, re: Project and future In-service activity with Project Staff.
11/9	Contact with Kay Alexander, Art Consultant, Palo Alto Schools, re: In-service workshop for Project Staff, Project, and conference ("Art-A-Fact") in Hayward, CA, Nov.-May, 1977. Contact with Charles Garoian, Los Altos High School, CA, re: Project and possible workshop/presentation, "Art as Experience."
11/10	Meeting of Project Staff, 3:30-4:40. (See SECTION VII-MINUTES)
11/14	Skyline College Dance Workshop with Gus Giordano, attended by Barbara Butts (Project Staff).
11/15	Meeting of Project Staff, 3:45-4:45. (See SECTION VII-MINUTES) End of first "Mini-Arts-Units."
11/17	Evaluation reports of students to parents--via Report Cards and "parent/teacher" conferences.
11/22	Began second series of "Mini-Arts-Units," (four weeks).
12/1-8	Workshop for Project Staff, "Communication Skills" led by Rick Gemmet, San Mateo County Schools, Supt. Office.

12/16	Student art exhibition and performing arts production for parents and public at Cipriani School.
	A. Boyd discussed arts curriculum development with Dick Sperisen, arts consultant for San Mateo City Schools District.
1/5/77	Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)
1/6	San Mateo County and City Schools Workshop for teachers, directed by Dick Sperisen-- attended by A. Boyd.
1/10	Third "Mini-arts-unit" begins. (Ends Feb. 4)
	F. Shigley met with Dr. Fitzmaurice to plan coming meeting for Project Staff- re: volunteers in the classroom for music instruction.
	"Art-a-fact" Workshop for teachers at American High School in Fremont, CA, "Meeting the Masters" presented by Kay Alexander, Art Consultant for Palo Alto Elementary Schools. Attended by J. Bosley, A. Boyd and D. Chin.
1/11	F. Shigley met with Bob Infelise of private evaluating agency to discuss independent evaluation of Arts Project.
1/12	Project Staff met with Dr. Fitzmaurice to learn about program to train volunteers for the classroom and review Palo Alto Junior League participation in such a program.
	Deadline for write-ups of teacher guides for Second "Mini-arts-unit."
	Student evaluations of Second "Mini-arts-unit" due.
1/19-21	C. Firestone and B. Fruhwirth visit Orange, CA, for "Dance and Movement Program," through "Artists-in-the-Schools" Program; a "Promising Program."
1/24	A. Boyd and J. Bosley attended lecture/discussion by Elliot Eisner, Stanford University "Related Arts in Education" Series. Topic: "The Aesthetics of Imagination and the Aim of Education.
1/26	Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)
2/2	Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)
2/7	A. Boyd attended lecture/discussion at Stanford University by Harry Broudy, " 'Rithmetic, Reading, 'Riting and 'Rt."
2/9	Meeting of Project Staff, 3:45-4:45. (See SECTION VII-MINUTES)

2/16 Fourth "Mini-arts-unit" begins. (Ends March 16)

Meeting of Project Staff, 3:45-4:50. (See SECTION VII-MINUTES)

2/18 Arts students see musical film "Oliver!"

Betsy Armstrong begins Friday concerts and singing with students.

2/22 Deadline for write-ups of teacher guides for Third "Mini-arts-unit."

2/24 J. Bosley attended workshop, "Teaching for Creativity in Art" presented by Alison King at conference of California Association of the Gifted.

2/25 Betsy Armstrong concert.

2/28 Contacted by the Seattle Public Schools' Program Director of "Arts in Education," Ann Reich. Information regarding Project sent.

Cipriani Art Club for students formed. A. Boyd advisor.

3/2 Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)

New proposal for Arts Project in 1977-78 agreed upon by Staff.

3/4 Betsy Armstrong concert.

3/7 A. Boyd attended lecture "Unity of the Senses," by Rudolf Arnheim at Stanford University.

Ellen Lee of Belmont, CA demonstrated weaving and presented students with information on the art of weaving for J. Bosley's "Mini-arts-unit."

3/9 Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)

3/11 Registration begins for students in Belmont Park and Recreation Department's afterschool art class. Instructor, Alan M. Boyd.

Betsy Armstrong concert.

3/16 End of Fourth "Mini-arts-unit."

"Dr. Seuss" drama presentation by San Francisco State University Attic Theater Group, for students.

Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)

3/18 Betsy Armstrong concert.

3/22 Cipriani School "Open House," arts exhibits and performance of "Oliver!" by students for parents and public.

3/24 "Oliver!" musical presented by Cipriani students for entire Nesbit School in Belmont, CA.

Belmont Park and Recreation Department's afterschool art class begins at Cipriani School.

3/25 Betsy Armstrong concert.

3/25-27 "In Touch through the Arts Conference" in Monterey, CA attended by J. Bosley, Susan Lynn and Carl Firestone. C. Firestone presented workshop, "Movin' On," dealing with movement and dance for students and teachers.

3/29 San Mateo County "Youth Art Exhibit '77" opens in Redwood City, CA. Three Cipriani students represent the Belmont School District.

3/31 Meeting of Project Staff, 3:45-4:45. (See SECTION VII-MINUTES)

4/1 Cipriani School contacted as prospect for "Artists-in-the-Schools" Dance Resident for 1977-78 by California Arts Council.

4/5-6 V. Franchi attended California Music Educators Conference for integrating the arts in the classroom curriculum.

4/12 Christine Maddin and Don Adams of California Arts Council visit to discuss A.I.S. dance residency.

4/13 Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)

Fifth "Mini-arts-unit" begins.

Deadline for write-ups of teacher guides for Fourth "Mini-arts-unit."

4/18 "Public Schools Week." Parents are invited to attend "Mini-arts-unit" classes this week.

Belmont School Board accepts Cipriani School's A.I.S. Grant for 1977-78 from California Arts Council.

4/20 Fifth grade students visit Fox School, Belmont, CA for student dramatic performance.

4/21 "Rumpelstiltskin" presented by San Francisco State University's Repertory Theater for students. Actors direct workshop and activities for students and teachers after performance.

4/25 Special "Monday Morning Meeting" for students to share and display various art products from "Mini-arts-units" with other students.

"Joyous Puppets" performance and workshop for students and teachers.

4/27 Meeting of Project Staff, 3:45-4:45. (See SECTION VII-MINUTES)

4/28 Project Staff presents this year's Arts Project to teachers and administrators of the Belmont School District at "Thursday Think Tank."

5/2 International Dances (Nations and Cultures in America) presented for students by dancers from San Francisco State University. Directed by Anatol Joukowsky.

5/4 Objectives for Arts Project rewritten.

5/6 F. Shigley contacted by Bob Reasoner (Asst. Superintendent of Los Altos Schools) for purpose of obtaining information on Arts Project.

5/10 Marilyn Campbell, Art Consultant for Goleta Schools Creative Arts Program directed workshops/discussions for Project Staff. District personnel, administrators, and teachers invited.

5/13 End of Fifth "Mini-arts-unit."

Lou Nash, State Consultant for Fine Arts, contacts F. Shigley to discuss visit by representatives of the California Alliance of Arts for the purpose of reviewing Project and interviewing Project Staff.

5/15 C. Taylor and J. Bosley attended "A Medieval Experience" sponsored by University of Californis Extension (Santa Cruz).

5/16 A. Boyd met with Kay Alexander, Art Consultant of Palo Alto Elementary Schools, to seek "professional endorsement" of arts objectives written for Arts Project 1976-77.

Curriculum development in the Arts information sent to Los Altos Schools.

Monday Morning Meeting for students to exhibit and perform arts activities from "Mini-arts-units" for other students and teachers.

5/17 A. Boyd met with Dick Sperisen, Arts Consultant for San Mateo City Schools, to obtain "professional endorsement" of Arts Objectives.

5/18	Meeting of Project Staff, 3:45-4:30. (See SECTION VII-MINUTES)
	Carl Firestone met with Shela Xoregos, dance instructor, to discuss objectives of project and obtain "Professional endorsement."
5/23	Begin Sixth "Mini-arts-unit." (Ends June 10)
5/24	Students draw cartoons with Al Wiseman, professional artists, at special assembly.
5/25	Deadline for write-ups of teacher guides for Fifth "mini-arts-unit."
	Verna Franchi met with Laura Nicolaisen to discuss final objectives for arts project.
5/26	Last meeting of Belmont Park and Recreation Dept. afterschool art class.
	Dick Sperisen and A. Boyd discuss arts project and final objectives.
5/27	A. Boyd met with Kay Alexander to obtain professional endorsement of art objectives for final report.
6/10	End of final "Mini-arts-unit," (sixth). Teacher write-ups of arts activity guides due.
6/13-17	Final Report completed, printed and distributed to Project Staff, USOE, District personnel and others.

SECTION II

PROJECT STAFF

This section is included in the report to list the Project Staff by name and general qualifications as they relate to arts oriented activity in schools. This group represents more than half the entire faculty and carries the responsibility for the project.

PROJECT STAFF

Forrest Shigley (Project Director)	B.A. M.A.	Ball State University California State University, San Jose Graduate study: writing--fiction and nonfiction, education Credential: Standard Elementary, Secondary, Elementary Administration Published: juvenile books and other fiction works.
Jeannie Bosley	B.A.	St. Joseph's College, Orange, CA Major: History Minor: Philosophy Graduate study: education, visual arts Credential: Standard Elementary
Alan M. Boyd	B.A. M.A.	University of California, Santa Barbara Major: Art Minor: History Stanford University, CA Graduate study: art education, art Credential: Standard Secondary, Art, History
Barbara Butts-Fruhwirth	B.S. M.S.	Southern Oregon State College Major: Education Minor: Social Science Southern Oregon State College Graduate study: education, Reading Specialist, dance, music Credential: Standard Elementary
Daniel Chin	B.A.	California State University, San Francisco Major: History Graduate study: Education Credential: Standard Elementary
Carl Firestone	B.A. M.A.	University of Southwestern Louisiana Major: Upper Elementary School Education Minor: Social Science Chapman College Graduate study: Education, Drama, Dance Credential: Standard Elementary Performances: professional Dance and Drama

Verna Franchi	A.B.	California State University, Chico Major: Music Graduate study: Music, Education Performances: professional musicals, instrumental accompaniment Credential: Special Secondary, Music
Marylin Smith	B.A.	California State University, San Jose Major: Education Minor: Home Economics Graduate study: Education Credential: Standard Elementary
Caryl Taylor	B.A.	Westmont College, CA Major: Education Minor: History Graduate study: Education, Arts Credential: Standard Elementary

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Other contributing staff:

Susan Lynn (Student Teacher)	B.A.	Stanford University Major: Psychology Graduate study: Elementary Education College of Notre Dame, Belmont, CA
Jo Moorhouse (School Secretary)		Teacher assistant for music activities, ceramics
Else Luzzi (School Librarian)		
Peter Kimball (More Able Learner Coordinator)		
Michele Hensill (Administrative Intern)		

SECTION III

OBJECTIVES

The following section includes educational objectives created by the project staff and proffered as arts education objectives to the elementary school. Each art area is involved through both simple and complex difficulty levels. This section includes the critical reaction or endorsement of experts or artists outside the project staff. Each objective is referenced by citations to sections of related state frameworks. The objectives listed here evolved through staff discussion, readings and conferring with professionals in the arts.

In citing references from state frameworks, the abbreviations created and listed here have been utilized.

ART ED. FR. = Art Education Framework for California Public Schools, 1971.

D/T FR. = Drama/Theater Framework for California Public Schools, 1974.

MUS. FR. = Music Framework for California Public Schools, 1971.

HUM. FR. = Proposed Humanities Framework for California Public Schools, 1975.

OBJECTIVES	REFERENCE	REFERENCE
I. DANCE	D/T FR.	HUM. FR.
A. Students of the intermediate grades (4,5,6) will be exposed to basic competencies of dance: space, time, rhythm, mood and design.	pp. 21,53	p. 175
B. Students will demonstrate basic competencies of dance necessary to participate in a group performance for an audience.	p. 21	p. 180
C. Students will express original ideas and contrasting emotions through movement.	p. 21	p. 178
D. Students will demonstrate skills of rhythm and movement to express simple characterizations.	p. 21	p. 178
E. Students will describe and evaluate their own aesthetic activity and the group's performance.	p. 74	p. 175
II. DRAMA	D/T FR.	HUM. FR.
A. Students of the intermediate grades (4,5,6) will demonstrate mime and improvisation skills to show contrasting emotion, i.e. love-hate, fear-security, happiness-sorrow solitude-intrusion.	p. 26	pp. 206-207
B. Students will demonstrate dramatic skills of presentation.	pp. 31,48,49, 59,63	p. 205
C. Students will analyze and describe the supporting role of either a film or live dramatic presentation and its contribution to their arts experience.	p. 74	p. 209
D. Students will analyze and evaluate their personal aesthetic experience and the group's performance.	p. 74	p. 207

OBJECTIVES	REFERENCE	REFERENCE
III. MUSIC	MUS. FR.	HUM. FR.
A. Students of the intermediate grades (4,5,6) will have musical experiences for pleasure, relaxation and personal growth.	pp. 24,29	pp. 184-185
B. Students will demonstrate the basic competencies necessary for group performance before an audience. These basic competencies include: maintenance of melody against contrasting accompaniment, memorization of two-part harmony, breath control, word formation appropriate in vocal music and stage mechanics.	pp. 22,24, 26	pp. 185,190
C. Students will demonstrate the skill of composing in writing their own original songs and developing variations of learned songs.	pp. 23,25, 27	p. 188
D. Students will evaluate their group performance and describe their personal musical experience.	p. 29	p. 190
IV. VISUAL ART	ART ED. FR.	HUM. FR.
A. Students of the intermediate grades (4,5,6) will participate in aesthetic experiences that foster visual sensitivity and cultivate visual perception.	p. 18	p. 159
B. Students will demonstrate skills of synthesis (construction techniques) in two- and three-dimensional visual art.	p. 20	p. 163
C. Students will demonstrate aesthetic use of materials by processing a physical change of its original form.	p. 20	pp. 161-164
D. Students will use the opportunity provided to display, exhibit and evaluate their own work and the creative efforts of others.	p. 22	pp. 161,164

PALO ALTO UNIFIED SCHOOL DISTRICT
ELEMENTARY ART
25 CHURCHILL AVENUE
PALO ALTO, CALIFORNIA 94306
Telephone (415) 327-7100

Kay Alexander, Consultant

May 27, 1977

To Whom It May Concern:

I have read with much interest the proposal by the staff of Cipriani School, Belmont, for funding of an arts-in-education project. The goal of infusing the arts into the general curriculum is a worthy and timely one, and their planning appears to have been broad and intensive.

In appraising the list of arts objectives, I would single out the areas of dance and visual arts as having been especially well considered. The third objective under "Dance," (involving the expression of original, creative ideas and emotions through movement) and the second of "Visual Art" (demonstration of skills of synthesis in three-dimensional visual arts), together with the third item under "Music" (expression of ideas and demonstration of skills of composing) all deal with areas that are seldom considered at the elementary school level, if at all. These objectives are particularly worthy, in that they allow for the creative development of children through modes of thinking beyond the usual verbalization. Objective one in "Drama" (mime and improvisation skills to show emotions) approaches this mode but seems limited by the term "contrasting"; perhaps a broader spectrum would allow for greater variety of interpretation.

It is heartening to see attention being given to the development of skills, particularly in the realm of non-verbal communication. Developing these "other vocabularies" is essential to the expression of ideas in the modes best suited to each individual. It is an objective too often overlooked or unrecognized in education at any level. The planning staff appears to be exceptionally well informed as to the values inherent in the arts and in ways of incorporating arts learning into the curriculum.

Sincerely,

Kay Alexander

Kay Alexander
Art Consultant

KA:pbf

Xoregos Performing Company of San Francisco

Dance, Theatre, Music
70 Union Street, San Francisco 94111
Phone 415/989-3167

Shela Xoregos, Director

May 19th, 1977

To Whom It May Concern:

Cipriani Elementary School has showed me its objectives for the dance program for this year and I feel that they are excellent objectives to show children basics of dance.

It seems a qualified and important program.

Sincerely,

Shela Xoregos

Shela Xoregos

III. MUSIC

A. Students will have musical experience for fun, relaxation and personal growth.

B. Students will demonstrate the basic competencies necessary for group performance before audiences. These competencies include: maintenance of melody against contrasting accompaniment, memorization of two-part harmony, breath control, word formation appropriate invocal music and stage mechanics.

C. Students will demonstrate the skills of composing in writing their own original songs and developing variations of learned songs.

D. Students will evaluate their group performance and describe their personal musical experiences.

SECTION IV

INSTRUCTIONAL ORGANIZATION

The following out ine indicates the instructional organization developed by the Project Sta f for the first "Mini-Arts-Units" cycle and later for field testing Activity Guides.

I. Project Staff create six different "Arts" activities.

II. "Mini-Arts-Units" to last four weeks; Mondays and Wednesdays, from 1:15 to 2:00 p.m.

III. One Staff member (teacher) per activity; approximately 25 students * per activity.

IV. "Arts" Sign-up Sheet (with the six different "Arts" activities listed) is posted in each of six classrooms for students to observe, discuss and decide upon.

V. Students select one activity; approximately four or five students per class per activity may register on "Arts" Sign-up Sheet.

VI. After all students sign-up (during a two day registration period), all six "Arts" Sign-up Sheets are combined and Project Staff receive a list of students in the activity they are to direct.

VII. On Mondays, Wednesdays and Fridays, students report directly to classroom or area designated for "Arts" activity they have selected. The students remain with this group for the entire four week period.

* Students include all fourth, fifth, and sixth grade boys and girls.

ARTS SIGN-UP (FOR ARTS PROGRAM- CHOOSE ONE ACTIVITY ONLY)

SESSION ____

TEACHER ____

1	1	1	1	1		
2	2	2	2	2		
3	3	3	3	3		
4	4	4	4	4		
5	5	5	5	5		
6	6	6	6	6		
7	7	7	7	7		
8	8	8	8	8		
9	9	9	9	9		
10	10	10	10	10		

PART I

"ARTS" ACTIVITY GUIDES FOR DANCE

SECTION V

ARTS ACTIVITY GUIDES

This section of the report is included to show the product of this Project. It was proposed that teachers (Project Staff members) could produce and share lesson guides for their arts activities. The enclosed guide pages represent the teachers' ideas for an eight or ten session art activity. They were written after the teachers worked their way through a project activity. The format used here was suggested to us by, Relating the Arts, D. Gingrich, Center for Applied Research in Education. At the end of each guide, reference to the appropriate exemplary objective is made.

ACTIVITY: MODERN DANCE AND MOVEMENT DIRECTED BY BARBARA BUTTS

OBJECTIVES:

-Children will recognize dance as an art form
-Children will be able to do simple warm-up/stretching exercises
-Children will learn a simple dance to perform for the Student Body

MATERIALS, EQUIPMENT, SPACE:

-Music: Song of Joy album by Captain and Tennille
-Phonograph (record player)
-Large open classroom
-Comfortable clothes and shoes for dance

TIME:

-45 minutes for each of eight days

GROUP:

-Approximately 25 fourth, fifth and sixth grade girls and boys

TEACHING STRATEGIES:

-Exercises:
1) Leg lifts- laying on side and laying on back
2) V-sit with toes pointed, touch forehead to knee bounce for 8-counts on each side
3) Modified V-sit with bottom of feet together, bounce 8-counts with the shoulders "rounded" (touching feet with forehead), bounce 8-counts with back straight, bounce 8-counts alternating with "rounded" shoulders and straight back
4) Toe touching
5) Standing stretching- leg forward with pointed toe, contract foot, point toe again, repeat to the side, then to the back. Repeat with other leg.

-Dance Steps:
1) Regular Walk
2) Dance Walk
3) Slides
4) Leap
5) Crossovers (front and back)

-Hand and Arm Movements:
1) Backward circles (shoulders and arms)
2) Clapping rhythm while moving to music

PERFORMANCE:

-Entire dance group is to perform one dance for school student body

RECOMMENDATIONS:

-All of these beginning exercises and dance steps should be done to music with 4/4 time
-Daily time for dance should be longer than 45 minutes
-Children should have comfortable clothes and gym shoes to wear

---

Obj. I. Dance (A,B).

ACTIVITY: SQUARE DANCING DIRECTED BY DAN CHIN

OBJECTIVE:

-To help students appreciate folk dances through their participation.

MATERIALS, EQUIPMENT, SPACE:

-dittos for each song/dance for each student
-record player
-records: "Singing Square Dance Album # One," "Bingo," "Oh, Johnny"
-open floor space

TIME:

-Eight days, 45 minutes per day

GROUP:

-16-24 fourth, fifth and sixth grade boys and girls

TEACHING STRATEGIES:

Day 1: Orientation. Discuss with students why and when people had folk dances. The singing square dance "Barnacle Bill" is an ideal dance to introduce to the class. Divide the class into groups of eight. This dance requires listening to the caller for directions and each dancer has a definite position at all times. Students enjoy the quick change of tempo in the music of "Barnacle Bill."

Day 2: Review "Barnacle Bill." Have students learn the words for the circle dance, "Bingo." Students enjoy this dance because they are surprised by unexpected partners.

Day 3: Review "Bingo."
Practice "Barnacle Bill."

Day 4: Next is another circle dance, "Oh, Johnny." Students should learn the words to this dance. Practice the first two dances.

Day 5: Review "Oh, Johnny."
Practice other dances.

Day 6: The final dance, "Old Fashioned Girl" has combined steps of the previous dances and should be taught in two different sessions. Divide the students into groups of eight. Practice other dances.

Day 7: Review first half of "Old Fashioned Girl" and teach the rest of the dance. Review other dances if time allows.

Day 8: Perform all dances.

ADDITIONAL EDUCATIONAL MATERIAL:

-"Singing Square Dance Album # One" by Bowmar Records, 622 Rodier Dr., Glendale, CA 91201.

Obj. I. Dance (A,B).

BARNACLE BILL

I. (SLOW)
Honors to your mother-in-law
(right hand lady)
Honors to ole' Arkansas
(opposite lady)
Honors to your pretty little Taw
(partner)
And honors to your ole' grandmaw
(corner lady)

II. (FAST)
Swing your corner
Round and round said
Barnacle Bill the
Sailor
Promenade around the
town, said Barnacle
Bill the sailor
Big foot up and little
Foot down, stomp
The ground as you go
Round
Home you go and swing
Em' round said
Barnacle Bill the
Sailor

III. (SLOW)
Head two ladies chain across
Side two ladies chain across
Head two ladies chain on back
Side two girls the same ole track

IV. (FAST)-Repeat II.

V. (SLOW)
Head two ladies chain to the right
Then all your ladies chain across
Head two ladies chain to the right
Then all four ladies chain across

VI. (FAST)-Repeat II.

VII. (SLOW)
Head two couples, a right and left through
Side two couples, you do it too
Head two couples, a right and left through
Side two couples, you do it too

VIII. (FAST)-Repeat II.

IX. (SLOW)
Honors to your partners all
wave to the pretty girl cross the hall

Left allamande your corners all,
bow real low to your pretty little TAw

Right and left grand
Go 'round the ring
Said Barnacle Bill
The sailor

Promenade go 'round
The town, said
Barnacle Bill the
Sailor

Big foot up and little
foot down stompt the
Ground as you go
Round

Home you go and settle
Down, said Barnacle
Bill the Sailor

BINGO

Formation: Double circle, facing counter-clockwise, boys on inside, girls on outside, inside hands joined.

Dance Walk counter-clockwise around the circle, singing,

"A big black dog sat on the back porch

And Bingo was his name.

A big black dog sat on the back porch

And Bingo was his name."

All join hands to form one large circle, girls on partners' right, and still walking counter-clockwise, sing,

"B-I-N-G-O; B-I-N-G-O; B-I-N-G-O

And Bingo was his name."

Partners face each other (for grand right and left) and clasp right hands, calling out "B" on the first chord. All pass on to a new person with a left hand hold, Calling "I' on the next chord. Continue to the next person for a right hand hold and shout "N". On to the next person with the left hand, shouting "G". With a right hand to the next person, shout "O".

Repeat Dance

Hint: Have the girls move forward one person as they start the dance again so that they will have new partners.

OH, JOHNNY (Singing Call)

Steps:

Formation: Single circle, facing in (W on M's right) hands joined.

Pattern: "All join hands and you circle the ring. (All circle left)

"Stop where you are and you give her a swing." (Swing your partner once around.)
"Swing your corner lady." (Turn back on partner and swing corner.)
"Swing your own." (Swing your partner.)
"And if you have time when you get through-it's allemande left with your corner girl - do-so-do-your own." (Turn to your corner - give her your left hand - walk all the way around to face your partner - and then do-sa-do your partner (right shoulder to right shoulder) and back to place.
"And all promenade with your sweet corner maid, singing Oh, Johnny, Oh, Johnny, Oh," Gents turn to their left hand lady or corner and thereby promenade with a new partner. At the end of the promenade song put new partner on your right and start the dance over.
Repeat from beginning - two last sequences much faster tempo. Have group sing-along with you - learn much faster.

OLD FASHIONED GIRL

Introduction and Break:

DO SA DO YOUR CORNER GIRL
RIGHT BACK HOME AND SWING
AND WHIRL
SWING YOUR PRETTY LITTLE TAW
ALLEMANDE LEFT WITH YOUR
LEFT HAND
RIGHT TO YOUR PARTNER,
RIGHT AND LEFT GRAND
AROUND THE RING YOU GO
DO SA DO YOUR HONEY ON YOUR
HEEL AND TOE
PROMENADE HER, AROUND THE RING
YOU GO
NOW SWING THAT OLD FASHIONED
GIRL
SHE"S JUST LIKE THE GIRL
THAT MARRIED DEAR OLE DAD

Figure:

HEAD TWO GENTS SWING YOUR MAID
TWICE AROUND AND YOU PROMENADE,
JUST HALFWAY "ROUND THE RING
A RIGHT AND LEFT THROUGH RIGHT
DOWN THE MIDDLE
NOW KEEP IN TIME WITH THE TUNE
OF THE FIDDLE
YOUR LEFT HAND LADIES CHAIN*
ALL FOUR LADIES CHAIN ACROSS
THE HALL
CHAIN THEM RIGHT BACK AGAIN,
DON"T LET THEM FALL
PROMENADE YOUR OLD FASHIONED
GIRL
SHE"S JUST LIKE THE GIRL
THAT MARRIED DEAR OLD DAD

**(first and third do a right and left through back to home position. Turn partners and chain the ladies with the couple on your left, one with four and three with two. Do not chain back.)

Sequence:

INTRODUCTION, TWICE FOR HEADS,
BREAK, TWICE FOR SIDES.

PART II

"ARTS" ACTIVITY GUIDES FOR DRAMA

ACTIVITY: THEATER GAMES AND IMPROVISATIONS DIRECTED BY CARL FIRESTONE

OBJECTIVES:

-To respond quickly to rapidly changing drama stimuli.
-To build cooperation, trust and support skills in group interaction.

MATERIALS, EQUIPMENT, SPACE:

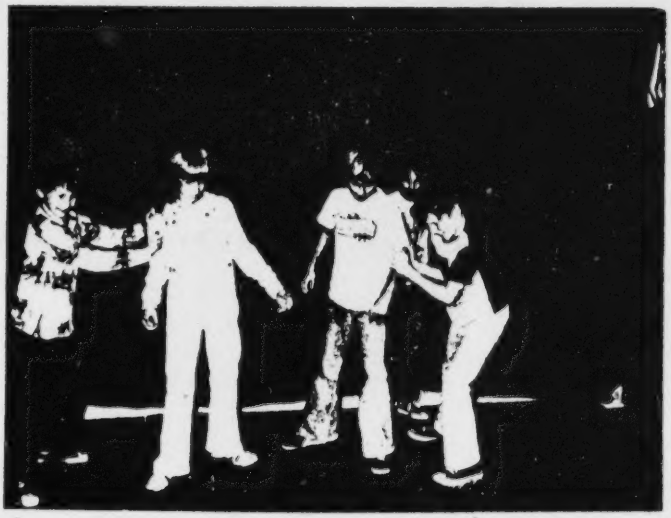
-Average size, empty classroom for whole group movement and activities.
-Designated stage area for small group improvisations.
-Activity Cards (see TEACHING STRATEGIES)

TIME:

-Eight, 45 minute sessions, twice weekly

GROUP:

-20 to 25 students of mixed age, (fourth, fifth and sixth grade)



TEACHING STRATEGIES:

-Activity Cards: the following activities can be printed on 3" X 5" cardboard cards

1) "Name Circle One:" All sitting in circle, one interviews and introduces the person on his right, by giving one real and one "made-up" fact about the person and their name.
2) "Name Circle Two:" All sitting in circle, one person introduces himself. The next person says, "I'm _____ and you are _____," introducing the person on the left. Each person introduces himself and all others already introduced, so that the last person actually introduces everyone.
3) "Mirror Mime:" A.) Two person mime, follow the leader; switch roles, guess who's following and leading. B.) Leaderless mime, give and take. C.) Two students react to each other while other two mirror-mime them. D.) Group Circle Mime, one person "out" has three guesses to find the leader.
4) "Mirror Mime Two:" A.) One leads while other follows. Done slowly. Face each other about four or five apart. Switch leader.

B.) Try spontaneous leading , following. No particular leader. Try not to dominate. C.) Have two demonstrate for whole group to see if group can guess who is leader and who is the follower.

5) "Mirror Mime Four:" A pair mimes a scene or situation while other pair mirrors what the leading pair does. Switch after a short time.
6) "Moving Through Space:" Just move through room experiencing space. Feel space against face, arms and body. Slower to eventual stop--speed-up to normal speed, gradually. Experience moving through "mud, a jungle or forest, space, sun, rain, fog, snow, drizzle, etc."
7) "Moving a Large Object:" Seven students, one starts as others get what first is trying to do. They add and help until all seven are involved.
8) "Robot:" People walk stiff bodied in any direction. As they touch a wall or another "robot" they say "ding!" and turn around and continue.
9) "Machine:" Seven people, one starts with a sound and movement of a machine. Each of seven add to it until all are involved. They then speed it up, then slow it down until it completely stops.
10) "Five Person Carrousel:" Start with one person talking. Keep adding people up to five. Each person changes conversation as he joins. When five are "on" they start making excuses to leave in same order. Conversation returns to original conversation as each person leaves.
11) "Improvisation on a Letter:" Seven people, all moving on stage doing what one in front started, that reflects something beginning with letter given to group by audience.

PERFORMANCE:

-Two groups of seven students each performed 1) "Moving a Large Object," and 2) "Machine," before student body at a special assembly.

ADDITIONAL EDUCATIONAL RESOURCES:

-Michele Hensill-Belmont School District Administrative Intern.
-Drama Theater Framework for California Public Schools.
-Improvisation for the Theater, by Viola Spolin.
-Theater Game File, by Viola Spolin.

Obj. II. Drama (A,D).

ACTIVITY: CHORAL READING DIRECTED BY MARYLIN SMITH

OBJECTIVES:

-For students to enjoy choral reading.
-Students will learn the poem, "Casey at the Bat."
-Students will enact the poem "Casey at the Bat."

MATERIALS, EQUIPMENT, SPACE:

30 copies of the poem "Casey at the Bat," by E.L. Thayer
filmstrip and tape of "Casey at the Bat," by Eye Gate, no. 179
classroom area

TIME:

Eight days, 45 minutes per class

GROUP:

30 students from grades four, five and six

TEACHING STRATEGIES:

Day 1: Introduction, demonstration by teacher.
Choral reading practice.
Day 2: Students practice and discuss poem.
Show filmstrip.
Day 3: Practice saying poem with action, (Casey, pitcher, umpire, spectators are the main characters.)
Day 4: Continue work from Day 3.
Day 5: Continue reading.
Day 6: Continue practice.
Day 7: Design props, programs, banners for set, etc.
Day 8: Last rehearsal.
Performance for entire school.

Obj. II. Drama (A,B,D).

ACTIVITY: DRAMA AND THEATER SKILLS DIRECTED BY CARL FIRESTONE

OBJECTIVES:

-To have students respond quickly to ideas from an audience.
-To have students build cooperation, trust and support skills in group interaction.

MATERIALS, EQUIPMENT, SPACE:

-Stage area about nine feet by twelve feet (for practice and final performance)

TIME:

-45 minute periods for rehearsal and performance; (8 days, twice weekly)

GROUP:

-20 to 25 children ages nine to twelve.

TEACHING STRATEGIES:

The following activities may be printed on 3" X 5" index cards.

1) "5 Person Carrousel:" begins with one participant talking. Add one person at a time to the conversation. Each new person changes the conversation. When five are together, they start making excuses to leave the group one at a time, in the same order as they arrived. Conversation eventually returns to original.
2) "Uncle Slug:" with 10 people. One asks audience for a favorite story, fairy tale, etc. This person tells the story while all others mime the characters, props, scenery, etc. Performers assume to be everything and anything mentioned. At any comfortable point, performers may speak a scene or event told by storyteller.
3) "Story-Story:" the conductor of group asks audience for a setting and two characters. Conductor points to anyone of 7 students to improvise story or else they "die." (Improvise a way of "Dying") Audience is to watch for: 1) long pause, 2) error in speech, 3) not picking up sentence where the last person left off. The last person remaining gives moral to story or "dies."

4) "Emotional Symphony:" seven students in the group each ask audience for an emotion. Conductor points to various members of "orchestra" to make sound of emotion. Conductor speeds up, slows down, increases or decreases volume and stops "symphony."

RECOMMENDATIONS:

-Have students discuss their reactions and feelings of performance.

Obj. II. Drama (A,D).

ACTIVITY: MUSICAL THEATER EXPERIENCE

DIRECTED BY CARL FIRESTONE, VERNA FRANCHI, BARBARA FRUHWIRTH

OBJECTIVES:

-Students will become aware of the components of a musical production.
-Students will develop an appreciation for these components through direct participation in a production.
-Students will see a professionally performed musical.

MATERIALS, EQUIPMENT, SPACE:

piano
risers
stage
records
record player
casette tapes
tape player
costumes
empty classroom
large multi-purpose room

TIME:

Twelve-45 minute class meetings, (additional rehearsal time required)

GROUP:

65 students from grades four, five and six

TEACHING STRATEGIES:

Introduce musicals as an art form by comparing plays, operas, concert music and the musical.
Discussion of components of a musical.
Discussion of contribution of dance, singing and orchestral accompaniment to the audience's understanding of the plot.
Compare mood, time, setting of overatures of various musicals.
Students prepare for the story and music of the musical "Oliver!" by reading story and listening to recording.
Discuss story.
Field trip to see film version of "Oliver!"
Begin teaching selected songs to entire group.
Students audition for vocal soloists and dance groups.
Rehearsals begin in small groups.
A narration of the story was written by several students. Students select three narrations for final production.
Rehearsals continue during class, lunch hour, recess.
Dress rehearsal for school.
Final performance for school, parents and community.

RECOMMENDATIONS:

Do not forget the extra duties for a performance of this sort. (Preparation of a program, costumes, work with student accompanist, choreography.)
Plenty of prep time in needed.
More assistance from an aide of some kind is suggested.

Obj. II. Drama (B,C,D).

ACTIVITY: TECHNICAL ASSISTANCE FOR CHRISTMAS PROGRAM

DIRECTED BY JEANNIE BOSLEY

OBJECTIVES:

-Each child will participate in defining the function of the group.
-Each child, working alone or within a small group will make some part of the needed scenery, props or costumes.

MATERIALS, EQUIPMENT, SPACE:

-large roll of white "butcher" paper
-tempera paints
-paint brushes
-sewing needles and thread
-fabrics, yarn
-sewing machine
-flats, wood frames
-open space
-tables and chairs

TIME:

Eight-45 minute days

GROUP:

20 students from the fourth, fifth and sixth grades

TEACHING STRATEGIES:

Day 1: Define the function of the group. Acquaint the students with the story of the Christmas play.

Day 2: Analyze with students the structure of the stage to be used. Make a list of items to be made.

Day 3: Assign specific tasks to individuals and/or small groups. Students develop sketches or collect pictures of particular item they will be making.

Day 4: Begin work on specific tasks.

Day 5: Continue work from Day 4.

Day 6: Continue work from Day 5. Students and technical advisor (teacher) evaluate progress.

Day 7: Continue work from Day 6.

Day 8: Day of Dress Rehearsal. Put up scenery. Distribute costumes and props. Review performance.

RECOMMENDATIONS:

-Sessions should be at least one hour long.
-The group size might be reduced to perhaps 10 or 15 students.

Obj. II. Drama (B,D).

ACTIVITY: PUPPETRY DIRECTED BY JEANNIE BOSLEY

OBJECTIVES:

-Each child, working in a small group, will participate in creating a puppet show.
-The group will rewrite a simple child's story, putting it in the form of a puppet play.
-Create puppets for the play
-Put on a performance of their puppet show

MATERIALS, EQUIPMENT, SPACE:

-Puppet theater
-Material/fabrics, scraps, yarn, tag board, felt, glue, thread, string
-Scissors, pencils, paper
-A selection of simple children's stories, from which the groups can choose their play
-A selection of different, simple puppets (to show types and different techniques of construction)

TIME:

-Eight, 45 minute sessions (Mon. and Weds.)

GROUP:

-20 to 25 nine through twelve year olds (fourth, fifth and sixth grade)

TEACHING STRATEGIES:

Day 1: Introduce idea and concept of puppetry
Organize groups
Discuss basic techniques
Day 2: Visit school library to discuss types of books and choose book or story for play
Day 3: Show sample puppets, techniques for making puppets, scenery, props
Day 4: Time to work on creating puppets and putting play together
Day 5: Continue work for Day 4
Day 6: Continue work for Day 5
Day 7: Presentation of puppet shows to class

Day 8: Discussion of shows, critique
Day 9: A special presentation of puppet show to entire student body

RECOMMENDATIONS:

-Groups should not be larger than three or four students.
-Time: three or four one-hour working periods per week for a four-week sessions may be better.
-Students should be guided in the selection of their story; plot should be simple; the number of characters should be manageable.
-Children should be given the opportunity to explore different methods of staging, creating scenery and use of props.

Obj. II. Drama (A,B).

PART III

"ARTS" ACTIVITY GUIDES FOR MUSIC

ACTIVITY: BEGINNING TONETTES DIRECTED BY CARYL TAYLOR

OBJECTIVES:

-The students will learn basics and fingering of tonettes.
-Each student will be able to play simple songs.

MATERIALS, EQUIPMENT, SPACE:

tonettes for each student
music (ditto of treble cleff only)
classroom

TIME:

Twelve days, 45 minutes each day

GROUP:

20 fourth, fifth and sixth grade students

TEACHING STRATEGIES:

Introduce tonettes.
Introduction of music "basics:"
1) staff
2) notes
3) time
Introduce three notes and fingering on tonette. (Notes C,B,A)
Begin with song, "Hot Cross Buns."
Students practice first song.

Review basics and fingering of notes B,A,C.
Practice "Hot Cross Buns."
Introduce "Twinkle, Twinkle Little Star."
Students practice both songs.

Review notes and practice first two songs.
Introduce notes F,E,D,C. Practice fingering these notes.
Begin with first part of song, "This Land is My Land."

Practice all songs. Complete instruction of "This Land is My Land."
Introduce "Mary had a Little Lamb." Practice.
Review concepts and basics of music.

Obj. III. Music (A,B).

ACTIVITY: NONSENSE AND FUN SONGS DIRECTED BY VERNA FRANCHI

OBJECTIVE:

-To provide the children with the opportunity to sing a variety of songs for no other purpose than the enjoyment of singing.

MATERIALS, EQUIPMENT, SPACE:

-Piano, autoharp, rhythm instruments
-Record albums
-Phonograph
-Song booklets, using the following sources:
-State Music Textbook
-San Mateo Elementary School Songbook
-Other folksong books and booklets
-Contemporary, popular music
-Memory
-Large open classroom

TIME:

-Eight days, 45 minutes each day

GROUP:

-25 students from fourth, fifth and sixth grade

TEACHING STRATEGY:

-Generally, the plan each day was that the teacher should present two or three new songs to be learned at the beginning of the period. The children then were allowed to peruse the song books for songs they wished to try. The period ended with the class singing a song everyone knew well. Near the end of the four-week unit, their repertoire expanded sufficiently to allow them more free choice time.

Obj. III. Music (A).

ACTIVITY: MUSICAL FILMSTRIPS DIRECTED BY DAN CHIN

OBJECTIVES:

-Students will illustrate on a filmstrip the music of a given song.
-Students will illustrate on a filmstrip the music of a song they choose.

MATERIALS, EQUIPMENT, SPACE:

35 mm clear film
ditto for filmstrip worksheet
ditto of songs
flow pens
filmstrip projector
record player
tape recorder
"Gift of Morning," a filmstrip with music by Cat Stevens
classroom

TIME:

Twelve-45 minute class meetings.

GROUP:

25 fourth, fifth and sixth grade students.

TEACHING STRATEGIES:

Day 1: Introduction to the activity.
Have students listen to the song "Gift of Morning" and have them try to picture the feelings and ideas of the song.
Play the song again, this time show the coordinated filmstrip.

Day 2: Show students how to practice drawing on a small amount of film to get the feeling of the materials.
Have students listen to the given song, "Born Free" or "Times of Your Life." Discussion.

Day 3: Discuss the lyrics of the music.
Have students express their ideas and how they would illustrate their feelings about the song.
Students should practice sketching on the ditto of filmstrip areas.

Day 4: Students discuss their drawing with teacher before illustrating the filmstrip.

Day 5: Continue work on first filmstrip.

Day 6: Showings of finished first filmstrips. Discussion.

Day 7: Students begin another filmstrip on a song of their choice.

Day 8: Continue filmstrip creation.

Day 9: Complete second filmstrips.

Day 10: Show second filmstrip with music chosen by students.

Day 11: Students try collective song and filmstrip.

Day 12: Discuss and review films produced by students.

RECOMMENDATIONS:

Teachers should try to select songs that will produce a variety of student responses.
Class may try motion picture with clear 16 mm film.
Save a finished filmstrip for the school library.

Obj. III. Music (A).

FILM STRIP WORKSHEET

TIMES OF YOUR LIFE by R. Nichols and B Lane

Good morning yesterday
You wake-up and time has slipped away
and suddenly it's hard to find
The memories you left behind
Remember, do you remember?

* * *

The laughter and the tears
The shadows of misty yester-years
The good times and the bad you've seen
And all the others in between
Remember, do you remember the times of your life?

* * *

Reach up for the joy and sorrow
Put them away in your mind
For memories are times that you borrow
To spend when you get to tomorrow.

* * *

Here comes the setting sun
The seasons are passing one by one
So gather moments while you may
Collect the dreams you dream today
Remember, will you remember the times of your life?

* * *

Gather moments while you may
Collect the dreams you dream today
Remember, will you remember the times of your life?

BORN FREE

Born Free, as free as the wind blows
As free as the grass grows,
Born free to follow your heart.

Live free, and beauty surrounds you,
The world still astounds you
Each time you look at a star.

Stay free, where no walls divide you,
You're free as a roaring tide,
So there's no need to hide...

Born Free, and life is worth living,
But only worth living
'Cause you're born free.

ACTIVITY: SONG WRITING

DIRECTED BY VERNA FRANCHI AND FORREST SHIGLEY

OBJECTIVES:

-To build the skills necessary to write both melody and the short simple poem that would comprise a song.
-To develop an awareness of and appreciation for the different styles, forms and moods of music and poetry.

MATERIALS, EQUIPMENT, SPACE:

piano
tone bells
metronome
records
phonograph
paper and pencils
manuscript paper
chalk and chalkboard

TIME:

Twelve-45 minute class meetings.

GROUP:

23 students from grades four, five and six

TEACHING STRATEGIES:

Discuss feelings and responses (visual associations) to different songs and poetry. Practice listening and singing various well known simple songs and poems.

Beat and Meter: Sing songs and clap the beat. Using rhythm instruments, play musical games to feel and understand the strong beat and that beats come in sets of 2, 3 or 4.

Rhythm: Chant nursery rhymes to get the feel of the pattern of sounds. Keep the beat by using the metronome. Listen for words or syllables that are two on one beat or two beats on one word or syllable. Show notation and practice with other short phrases.

Notation: To learn the names of the lines and spaces, use the familiar "every good boy does fine," and F A C E. Play spelling games with the notes, for example: E G G or B E E F. To learn note values, play math games.

Poetry: Pick a subject appealing to students and brainstorm all the words they can associate with the subject. Find rhyming words to match these words.

Give each student time (one full day) to choose his own subject or topic, do his/her own brainstorming and write a simple poem. (It is helpful if there are three adults present to aid the students with this assignment.)

Using the rhythm pattern of a four or five word phrase, the students can make-up and start a song as a class project. Give the following guidelines:

A. The song may start on any note, depending on the direction the melody is going to go.
B. After the first note, the composer may repeat the note, skip up or down, or step. (Take time to demonstrate using the piano, tone bells and chalkboard.)
C. Generally, one skip is enough, unless 2 skips in the same direction sound very good, as perhaps three skips that outline a chord.

Allow the class to choose each new note of a four or eight measure phrase.

Review as many concepts as necessary. Demonstrate notating word rhythms once more. Ask each student to try notating his/her own poem. (Two or more adults are needed.)

The students are now ready to write a song, using their own poem and the rhythm and form suggested by the same. They may try sounding out what they are writing by using tone bells or piano.

Each song should be played by the teacher and discussed by the class. (The teacher may improvise the accompaniment.)

Obj. III. Music (A,B,C,D).

PART IV

"ARTS" ACTIVITY GUIDES FOR VISUAL ARTS

ACTIVITY: WOODBLOCK PRINTMAKING DIRECTED BY ALAN BOYD

OBJECTIVES:

-Each student will express himself creatively through the medium.
-Each student will learn the process of woodblock printing by exploring and experimenting with the basic techniques.
-Each student will produce at least one finished print, (in an edition of three).

MATERIALS, EQUIPMENT, SPACE:

-water soluable inks (tubes)
-ink rollers (brayers)
-ink slabs (plate glass squares)
-wood cutting tools
-paper (newsprint, white, colored)
-carbon paper
-classroom with tables, chairs and sinks
-newspaper
-cardboard
-compasses, rulers, scissors
-glue

TIME:

-Eight days, 45 minute sessions each day

GROUP:

-20 students from grades 4, 5 and 6

TEACHING STRATEGIES:

Day 1: Introduce process of woodcuts and concepts of printing.
Discuss and demonstrate basic techniques of woodcuts.
View and discuss a selection of student and professional prints; explain assignment, distribute paper and pencils.
Day 2: Students decide on image for woodcut and sketch down ideas.
Students should have wood (from home).
Ideas are discussed and drawings are finalized.
Drawings are transferred to woodblock surface with carbon paper.
Day 3: Carving begins.
Day 4: Continue carving; proof print taken.
Day 5: Additional carving, further proof printing.
Students decide on final print (ink and paper color).
Day 6: Final printing.
Day 7: Continue final printing (edition of 3).
Day 8: Prints are finished, signed and critiqued.
Students analyze and describe their own work.

RECOMMENDATIONS:

-Students need plenty of table space for working and drying wet prints.
-Students can supply their own piece of soft, clear pine wood.
-Students should keep all stages of print in a portfolio.
-Students should be shown the correct way to matt, sign and present work.
-Exhibit student work with explanation of activity.

ADDITIONAL EDUCATIONAL RESOURCES:

-Frasconi: Against the Grain, an excellent illustrated book by the master demonstrating the process.
-Aesop's Fables, a California State Series, illustrated by woodcut artist Helen Siegel.
-How to do Linoleum Block Printing, by Mary B. Hicks.
-A wide selection of student and professional prints.

EXHIBITION:

-Student prints displayed in district office, and two different school locations with explanation and student comments.

Obj. IV. Visual Art (A,B,C,D).

Cipriani Student Woodcuts

These student woodcuts are an example of one "arts" activity recently completed as part of Cipriani School's Creative Arts Project.

Primarily, the purpose of this activity was for the students to become familiar with the process and basic techniques of woodblock printmaking.

In creating these works, the individual was encouraged to select a subject which held some personal importance or significance. Furthermore, the students were later asked why they had decided upon their particular image. Their remarks and comments are included here with their work.

It is also interesting to note, that in every case, each print represents the students very first attempt in woodblock printing.

We hope you enjoy the exhibition.

"I want to go in the Navy because I want to control a submarine."

Mike Murray

"I like submarines because I like the Navy."

Scott Martin

"I like submarines because I love the Navy. The Navy is fun because you find different things."

Ted Helton

"I chose a tree because I like to climb them, and I like their movements."

Ida Kuaternik

"I like nature because it is lovely."

Eric Bruns

"I like dogs. Dogs are nice to me."

Glen Christensen

"I picked an elephant because that's what animal I could do the best."

Eleni Pistolas

"My cat is special to me because she is playful. She is gray with white feet. She is a beautiful and good cat."

Jennifer Carrick

"Why Christmas is important to me is that giving and receiving is important. It is very important to have friends also."

Darryl Wilson

"Because I felt like it."

Eric Nowag

"I carved a football player because football is a great sport."

Scott Lyons

"I made my woodcut print because I like sports, especially basketball."

Scott Carbullido

"I like to draw churches because it is fun."

Ricky Beecher

ACTIVITY: ART HISTORY

DIRECTED BY CARL FIRESTONE

OBJECTIVES:

-To enable students to identify works of art by historical periods.
-To expose children to periods of art through as many methods as possible: visual, oral and kinesthetic.

MATERIALS, EQUIPMENT, SPACE:

record player
slide projector
filmstrip projector
film screen
art history slides
filmstrip of African art
large sheets of newsprint
colored chalk
clay
glazes
kiln
yarn and other materials

-a large room for movement activities that accompany study of periods of art

TIME:

11 days, 45 minutes each day

GROUP:

15-30 students from grades four, five and six

TEACHING STRATEGIES:

1. Observe slides or filmstrip with music as background sound.

2. Move about the room expressing objects observed, moods or feelings felt, and action imagined in visual images.

3. Discussion of characteristics of period of art.

4. Visual expression of art period studied through either colored chalk on newsprint or three-dimensional work with clay.

ADDITIONAL EDUCATIONAL RESOURCES:

Art history slides: "Prehistoric"
"Paul Klee"
"History of Modern Art"

Record: Stravinski's "The Rite of Spring."

Record and filmstrip: "African Art-Man and Art"

RECOMMENDATIONS:

More visual expression in various forms.
A challenging evaluation at the end of unit for students.

Obj. IV. Visual Art (A,B,C,D).

ACTIVITY: CHARLOTTE'S WEB

DIRECTED BY DANIEL CHIN, CARYL TAYLOR

OBJECTIVES:

-To help students fully understand and appreciate Charlotte's Web, the novel by E.B. White and the film, through supplementary arts activities.

MATERIALS, EQUIPMENT, SPACE:

-Charlotte's Web by E.B. White
-Film projector
-Film, Charlotte's Web
-One balloon per student
-One 2" cup " "
-Ten 10" pipe cleaners per child
-Newspapers
-Wheat paste
-Egg cartons
-Tempra paints, brushes
-Small containers
-Thread
-Average size classroom

TIME:

-Eight days, 45 minutes per day

GROUP:

-25 fourth, fifth and sixth grade students

TEACHING STRATEGIES:

Day 1: Teacher will read aloud selected pages from the novel to familarize the children with the characters, setting and the plot of the story. Students can be working on the "Charlotte's Web Scramble and Match-them" dittos.

Day 2: Show film, "Pigs," which depicts scenes of pigs in their farm habitat. If possible bring live piglets to class for students to see, touch, hear and smell.

Day 3: Make papier mache pig (each student): blow up balloon and wrap four to five layers of newspaper strips over surface, tape on 2" cup for snout, two egg carton sections for legs, two ears and a pipe cleaner

tail. Add two more layers of newspaper. After pig has dried, paint.

Day 4-Continue with work from Day 3.

Day 5-Continue with work from Day 4.

Day 6-Read ditto on "Do Spiders have Bones?" and answer questions about spiders. Finish any work on papier mache pigs.

Day 7-Make spider and spider web.

1) Spider: use five pipe cleaners. Cut off ¼ of one pipe cleaner, using the 3/4 piece, twirl into a flat spiral shape for the body and twist the end. Using the ¼ piece, tie the other four pipe cleaners together at the center, this will form the legs and head area. Interwine the legs into the body and bend to secure.

2) Spider Web: use four pipe cleaners. Use one pipe cleaner to tie the others at the center. Spread the four apart to form the spokes of the web. Start with one yard of thread close to the center and tie on end. Begin wrapping around each of the pipe cleaners in a circular pattern.

Day 8-"Quiz Show:" teacher can divide group in half and ask questions about Charlotte's Web, spider, pigs and other activities completed.

ADDITIONAL EDUCATIONAL RESOURCES:

-Else Luzzi-school librarian, Cipriani School, Belmont, CA
-Ellen Haas-activities and resource teacher, Fox School, Belmont, CA
-Peter Kimball-MAL teacher, Belmont School District

Obj. IV. Visual Art (A,B,C,D).

Name _____

Charlotte's Web

Match Em

Breakfast

____1.	French fries	a.	beef
____2.	cider	b.	apples
____3.	cheese	c.	sugar cane
____4.	sunny-side-up	d.	potatoes
____5.	sausages	e.	nectar
____6	molasses	f.	milk
____7.	hominy grits	g.	pig
____8.	pancakes	h.	corn
____9.	hash	i.	eggs
____10	honey	j.	buckwheat grain

Where Do They Grow

____1.	watermelon	a.	tree
____2.	tomatoes	b.	vine
____3.	string beans	c.	plant
____4.	carrots	d.	tree
____5.	grapes	e.	vine
____6.	corn	f.	earth
____7.	strawberries	g.	stalk
____8.	apples	h.	vine
____9.	potatoes	i	earth
____10.	peaches	j.	plant

Name _____

Charlotte's Web

Zuckerman's Barnyard

eogso	1. _____
liggsno	2. _____
esphe	3. _____
igp	4. _____
atr	5. _____
iedprs	6. _____
mlba	7. _____
wcebbo	8. _____

CHARACTERS

BLIUWR	1. _____
PNMOETTLE	2. _____
ARCTEHLIO	3. _____
NULCE	4. _____
NRFE	5. _____
RYVAE	6. _____
DSRIEP	7. _____

ACTIVITY: CREATIVITY IN ART DIRECTED BY JEANNIE BOSLEY

OBJECTIVE:

Each child will participate in selected activities and exercises designed to involve him/her in creative thinking directly related to art.

MATERIALS, EQUIPMENT, SPACE:

paper: art, tracing, construction, news
writing tools: pencils, felt pens, chalk, crayons
scissors
glue
tape
worksheets
classroom

TIME:

Twelve-45 minute class meetings

GROUP:

25 fourth, fifth and sixth grade students

TEACHING STRATEGIES: (See Activities)

Activity 1: Geometric Design.
Have children create design from shapes (triangle, circle, square, etc.) that they cut out of construction paper. Discuss basic shapes and finished designs.

Activity 2: Circles or Squares (See Worksheet 1).
Give each student 30 squares (5 worksheets). Instruct students to create with each square something that has this shape as part of its design.

Activity 3: "Fantastic Machine:" (See description in Art Expressions for Young Hands, p. 70.)

Activity 4: Three-dimensional Doodling.
Using newspaper and masking tape, instruct children have to create sturdy tubes by rolling newspaper tightly and securing with masking tape. They are to "doodle" with the tubes, hooking them together to form shapes and designs. Later, have students connect all of the individual "doodles" together to form one large sculpture. Discuss it and title the piece.

Activity 5: Group Drawing or Pass-Along-Drawing.
On large sheets of paper, students begin to draw a drawing. After three or four minutes the students all exchange drawings and continue for another period. Continue to exchange as long as time allows. Display drawings and discuss images and the feelings students have about them.

Activity 6: Seeing Images.
Have students study textured surfaces (wood, bark of tree, clouds, etc.) and point out images they can discover. With a box of crayons and a dull knife, have children scrape crayons into shavings on a piece of paper. Lay another sheet of paper on top of this and iron until all crayon has melted. Students then study the print and use a black felt pen to sketch details that will bring out the images they see.

Activity 7: Orthographic Drawings (See Worksheet 2.)
Give each student a copy of the orthographic drawing and have them try to match-up the drawings. Discuss the ability to visualize the inside, top, bottom and outsides of something without moving around it.

Activity 8: Figure Completions.
Give students shapes drawn on a piece of paper that are free of any meaning. Tell students to finish these drawings. Share the results with the class.

Activity 9: Layered Drawings.
Have students draw on tracing paper. Tell them to create designs that are made-up of several layers of drawings on the tracing paper. Draw a finished work for the other drawings.

Activity 10: Graphic Images for Feeling or Concepts.
Give each child several copies of Worksheet 3. Suggest a concept or emotion to the students and give them a couple of minutes to react to it graphically. Then move on to another space and give another word. Continue exercise and save time to discuss results.

Obj. IV. Visual Art (A,B,D).

WS #2

MECHANICAL DRAWING

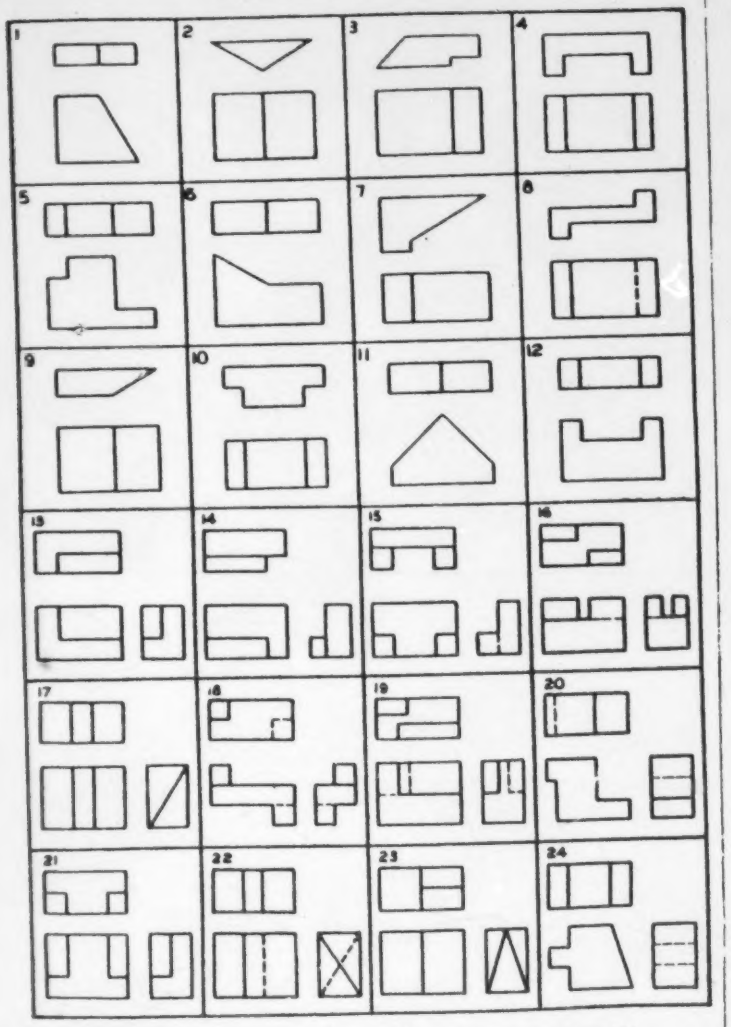


Fig. 180, Prob. 65S. Match these with picture drawings in Figure 181

PROJECTION HELPS

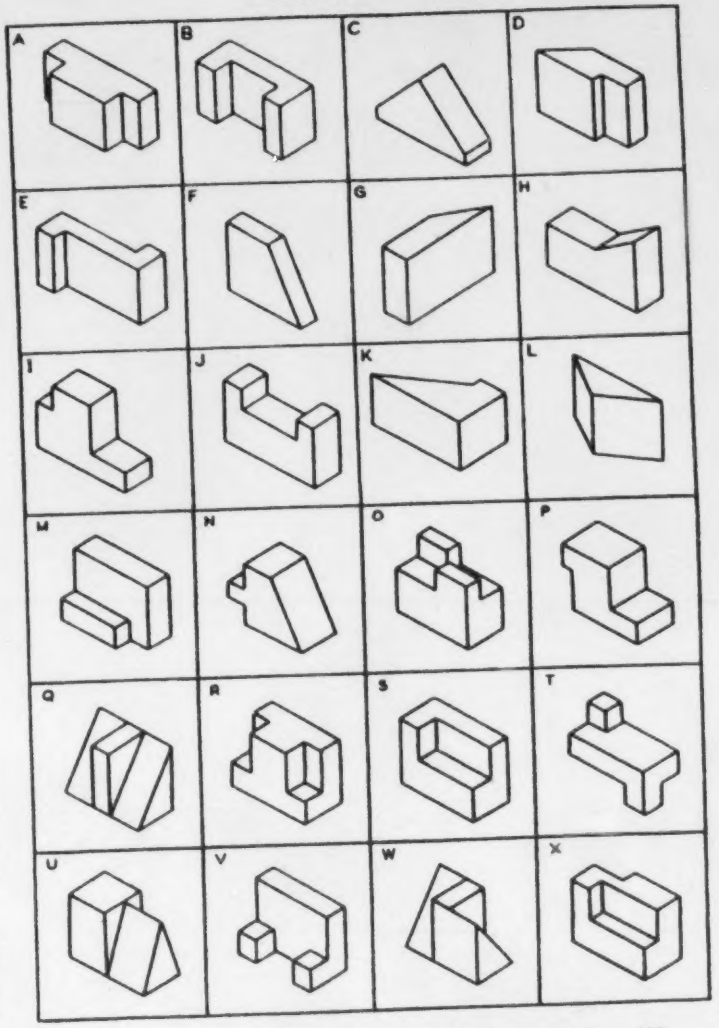


Fig. 181, Prob. 65S. Match these with orthographic drawings in Figure 180

MATCH THE ORTHOGRAPHIC DRAWINGS ON THE LEFT WITH THE PICTURES ON THE RIGHT

#3

ACTIVITY: BASIC DESIGN—COLOR DIRECTED BY ALAN BOYD

OBJECTIVES:

-To acquaint students with the basic elements of design, particularly color theory.
-To provide students with an opportunity to develop painting skills.

MATERIALS, EQUIPMENT, SPACE:

art prints (reproductions of the "Masters")
paper: white drawing and colored construction
tempera paints
paint brushes (various sizes)
compasses, rulers, scissors
glue
pencils
tag board
pallettes
water container
classroom with plenty of table space

TIME:

Twelve days, 45 minutes per day

GROUP:

24 students from grades four, five and six

TEACHING STRATEGIES:

Day 1: Introduce concepts of design and discuss elements of design.
Compare and contrast art prints (of masters) on display.
Observe elements of design in each print.
Day 2: Begin Assignment 1.
Creating a single shape, students then design a composition with seven identical shapes using cut black and white construction paper.
Glue black shapes on white paper (9" X 12").
Make tag board shape to be used as a pattern to trace. (Save this.)
Day 3: Complete Assignment 1. Discuss designs created.
Begin Assignment 2. Color wheel.
After introducing COLOR students begin making their individual color wheels.
Using the tag board shape from Assignment 1, outline 6 shapes in a circle on white paper.
Students then paint in the primary colors.
Next, students mixed secondary colors and paint into appropriate shapes.

Day 4: Complete Assignment 2.
Discuss complimentary colors and relationships of these.
Begin Assignment 3.
This is the same as Assignment 1, except students are to substitute complimentary colors for black and white.
Students are to develop a completely different arrangement of their seven shapes.

Day 5: Discuss finished work.
Begin Assignment 4. A two-part color gradation exercise.
Part A: Students divide 9" X 12" white paper into six 2" wide horizontal stripes.
Students then start with any color paint and paint in top stripe with solid, most intense and darkest color.
Each subsequent stripe will be lighter by adding white to the original color.
Part B: Repeat Part A, except students are to blend in all shades together very carefully.

Day 6: Continue work from Day 5.

Day 7: Complete work from Day 6.
Begin Assignment 5. Two paintings.
Students are to complete two separate paintings involving complimentary colors and their relationships, as well as exploring brush techniques.
On 12" X 18" white paper, students layout six 6" X 6" squares.
Students choose any two compliments and experiment with these, creating shades, grays and variations in the six squares.

Day 8: Continue with work from Day 7.

Day 9: Complete Assignment 5.
Discuss student efforts in Assignment 5.

Day 10: Begin Assignment 6. An independent painting.
On 12" X 18" white paper, students are to somehow use their original shape from Assignment 1 as the main image for this work. Color choice is up to the individual. (Complimentary, warm-cool or neutral colors all have been discussed.)

Day 11: Complete Assignment 6. Discuss results.

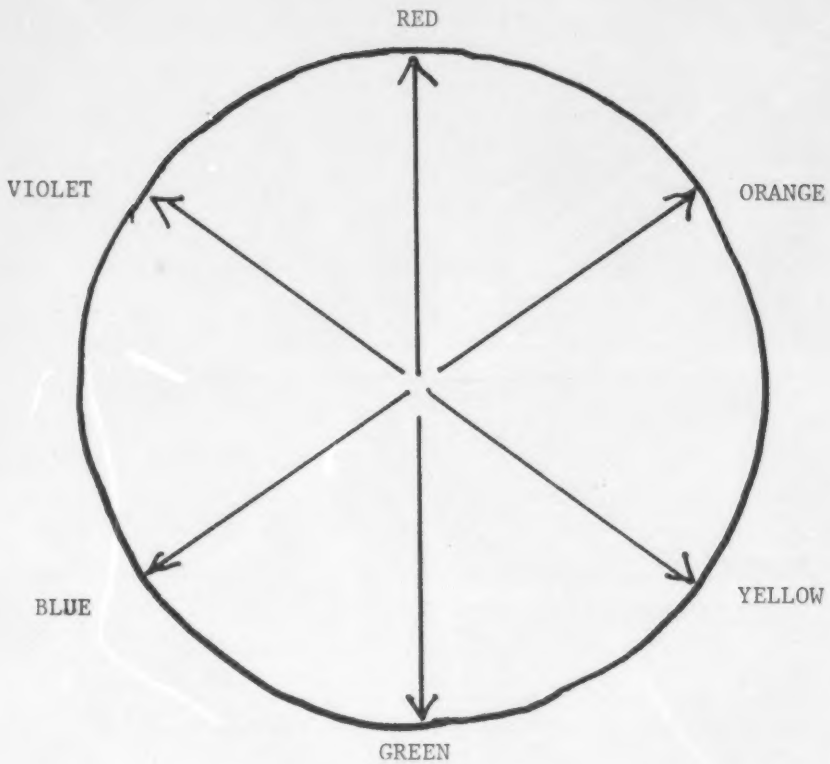
Day 12: Have students evaluate and critique their work and that of others.

ADDITIONAL EDUCATIONAL RESOURCE:

Basic Design, by Kenneth F. Bates.

Obj. IV. Visual Art (A,B,D).

"A COLOR WHEEL"



Primary colors are: red, yellow, blue

Secondary colors are: orange, green, violet

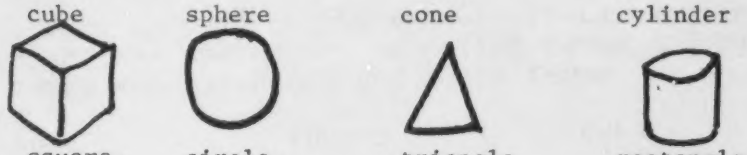
Intermediary colors are a mixture of primary and secondary colors.
(scarlet, yellow-orange, chartreuse, turquoise, blue-violet, purple)

Complimentary colors are opposite each other on the color wheel, and when mixed produce gray.

ELEMENTS OF DESIGN

LINE: A line tells about a trip through space. There are many kinds of lines. Lines are going places.

FORM: A form spreads out in space - it takes up room in space. Sometimes shapes can be called forms. Cubes, spheres, cones and cylinders are basic forms.



SPACE: Space is room for forms to sit in, to hang in. It is the distance between things, the holes through things. Space is like the mold around things.

COLOR: Color will differ in three ways: hue, value and intensity. Hues are names we give to parts of the spectrum - red, orange, yellow, green, blue and violet. Between the basic hues there are many in-between hues. The value of any hue can be lightened or darkened by adding white or black. The intensity of any hue can be lowered or dulled by adding its complementary hue. The more we know about color, the more we can see, create and appreciate.

TEXTURE: Every surface has texture, and an object may have several textures. We learn about textures by touching the surfaces of objects and looking at the way the light reflects from these surfaces. Texture is how things feel - rough or smooth, hard or soft, shiny or dull.

PATTERN: Pattern results from a repetition of lines and/or forms (shapes). A plaid shirt, wallpaper, windows, a stone wall, trees in a forest are all different forms and kinds of patterns.

ACTIVITY: BASIC DESIGN-CERAMICS

DIRECTED BY ALAN BOYD AND JO MOORHOUSE

OBJECTIVES:

-To provide students with an opportunity to develop an awareness and knowledge of at least two basic elements of design (form and texture).
-To give students a chance to create expressive forms and textures with clay.
-To have students learn basic construction techniques, skills, concepts and vocabulary of ceramics.

MATERIALS, EQUIPMENT, SPACE:

clay (125 lbs.)
clay tools
texture tools
plastic containers
plastic bags
sponages
potter's wheel
kiln
glazes
brushes
newpaper
tape
classroom
tables
shelf space

TIME:

12 days, 45 minutes each day

GROUP:

20 students from grades four, five and six

TEACHING STRATEGIES:

Each assignment listed below was introduced, discussed and demonstrated for students. Each student was also able to work one day on the potter's wheel with one teacher and one other student.

Assignment 1: A textured plate, using a slab "thrown out" students are to experiment with tools and textures.

Assignment 2: Coil container, with a plastic bag lining the inside of a plastic container students press in coils and smooth inside surface.

Assignment 3: Slab container, students incorperate the rectangle or cylinder shape with slab construction in forming a container.

Assignment 4: Independent project, using any construction technique students create their own work.

Assignment 5: Sphere sculpture, students include a sphere in their ceramic sculpture. (Use a paper ball or balloon inside sphere.)

Assignment 6: Wall plaque, students create an informative (names, words, numbers, etc.) slab work including textures for hanging on wall.

RECOMMENDATIONS:

Students may be asked to bring texture tools, plastic bags and containers to class.
If possible, provide canvas area for students to work with clay.
Explain firing process and glazing techniques.

ADDITIONAL EDUCATIONAL RESOURCES:

Ceramics, by Glenn C. Nelson.

Obj. IV. Visual Art (A,B,C,D).

MR. BOYD

GLOSSARY OF CERAMIC TERMS

bisque fire- Preliminary firing prior to glazing and subsequent firing at a higher temperature.

clay- Basically, a decomposed granite-type rock. To be classed as a clay the decomposed rock must have fine particles so that it will be plastic. Clays should be free of vegetable matter.

coiling- A hand method of forming pottery by building up the walls with ropelike rolls of clay and then smoothing over the joints.

engobe- A prepared slip which is half way between a glaze and a clay. (Much like an underglaze.)

foot- The ringlike base of a ceramic piece.

glaze- A liquid suspension of finely ground minerals which is applied by brushing, pouring, dipping or spraying on the surface of bisque-fired ceramic ware. After drying the piece is fired to the temperature at which the glaze ingredients will melt together to form a glassy surface coating.

glaze fire- A firing cycle to the temperature at which the glaze materials will melt together to form a glasslike surface coating.

greenware- Pottery which has not been bisque fired.

kiln- A furnace made of refractory (resisting high temp.) clay materials for firing ceramic products.

leather hard- The condition of the raw ware when most of the moisture has left the body but when it is still soft enough to be carved or burnished easily.

cones- Pyrometric cones are small triangular objects made of ceramic materials which are compounded to bend and melt at specific temperatures, thus enabling a person to determine when the firing is complete.

scoring- Scratching the surface of two clay pieces before adding slip. This process is done to prevent the clay pieces from coming apart.

slip- A clay in liquid suspension.

stilt- A ceramic tripod upon which glazed ware is placed in the kiln.

throwing- Forming pottery of plastic clay on a potter's wheel.

underglaze- Colored decoration applied on the bisque ware before the glaze is applied.

wedging- Kneading and cutting plastic clay, forcibly working it in order ot obtain a uniform texture free of air pockets.

ACTIVITY: STITCHERY WALL HANGING DIRECTED BY MARYLIN SMITH

OBJECTIVES:

-The experience will make it possible for children to learn basic stitches.
-To design an original burlap wall hanging.
-To finish the wall hanging with a variety of stitches and various materials.

MATERIALS, EQUIPMENT, SPACE:

wooden stitchery frame for each student
tapestry needles
burlap sheets
scraps of yarn
scraps of cloth
buttons, feathers
paper, pens
classroom

TIME:

9 hours- (12 days and 45 minute periods each day)

GROUP:

22 fourth, fifth and sixth grade students

TEACHING STRATEGIES:

Day 1: Introduce class.
Cut burlap to 15" X 18" and tape edges.
Design image of stitchery for burlap.

Day 2: Parent aide demonstrates basic stitches (straight, satin, cross and chain.)
Student practice stitches on burlap.

Day 3: Practice stitching a simple design on burlap.
Students complete final design on paper.

Day 4: Designs are transferred to burlap with ball point pen.
Students begin stitching.

Day 5: Students continue stitching.
Teacher and parent aide assist each student.

Day 6: Continue work from Day 5.

Day 7: Continue work from Day 6.

Day 8: Students should complete first stitchery piece.

Day 9: Begin new design using other materials with yarn, (cloth, buttons, scraps of lace, net, feathers, etc.)

Day 10: Parent aide helps working students on new designs.
Transfer new sketch to burlap.

Day 11: Stitching on second piece continues.

Day 12: Complete second stitchery wall hanging.
Discussion of designs and materials.

ADDITIONAL EDUCATIONAL RESOURCES:

The Family Creative Workshop, vols. 5,7,12,15,19.
Art and Activities, magazine, Feb. 1977, page 21.

RECOMMENDATIONS:

A parent aide in the class is very helpful.
The wooden frames are simple to construct using 1" X 1" wood. They may be any size.

Obj. IV. Visual Art (A,B,C).

SECTION VI

STUDENT EVALUATION FORM

The accompanying evaluation form was created and adopted by the Project Staff. It was developed to report the student's progress, participation and performance in the "Mini-Arts-Unit." It is intended to be general in nature and is by no means the final method of evaluating the student's behavior and progress. This form is to be included with the standard District Grade Report distributed to parents quarterly.

Name: _____ Quarter: _____

Participation	1 Low	2	3	4	5 High
Attitude	1	2	3	4	5
Product	1	2	3	4	5

75

Cipriani School's Creative Arts Program

86

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SECTION VII

EXCERPTS FROM PROJECT STAFF MEETING MINUTES

This section of tne report is included to show the regularity and content of meetings with the Project Staff. Agenda items for those meetings were initiated by the Staff and Director. Leadership for the meetings was assumed by various members of the Staff. Decisions were generally made by concensus of the group. Minutes of the meetings were printed and distributed weekly. The minutes became operational plans.

EXCERPTS FROM PROJECT STAFF MEETING MINUTES

8/23 Arts Project review
Reviewed Project Budget and objectives

Aide for Project: can work with group of children for whom a certified teacher has planned and is responsible.

Article: "The New Arts Education" cited as good explanation for parents as to where the Project is headed.

8/24 Arts grouping (ideas):
-Children should choose class they want
-Instruct arts classes as long as there is interest in course
-Different teachers could teach same class
-Beginning arts classes could be required, choices later on
-Call beginning arts classes "hors d'oeuvres"
-Encourage multilevel groupings

Music program:
-Fifth and sixth grade music program of last year discussed
-Proposal that Verna Franchi spend special time each week with students as part of Project ("Mini-Arts-Units")
-Suggestion: we brainstorm alternate plans to traditional chorus
-Proposal: we make Mondays and Wednesdays music days, all year long, and use Tuesdays, Thursdays and Fridays for other arts.

Next meeting items:
-Plan First Arts Experience ("Mini-Arts-Units")
-Include Verna Franchi in Project, ask her to attend regular Project Staff Meetings
-Discuss aide's part in Project

9/9 Arts Project discussed generally

9/15 Plan for First Arts Experience; Mondays and Wednesdays, music with Verna Franchi, also:
-1:15-1:45 Chin and Taylor
-1:55-2:25 Smith and Firestone
-2:50-3:20 Bosley and Butts

Agenda for next meeting:
Role of instructional aide in Project

9/22 Arts In-service: Music, workshop expanding school music; additional information at October Project Staff meeting

Children's Theater: Spring-time presentation and classroom activities.

9/22 Role and Qualifications of instructional aide in the Arts Project:
-Ability to work with small groups, flexible
-Ability to do clerical work (telephoning, scheduling, follow-up correspondence, creation of arts materials, etc.)
-Attend Project Staff meetings
-"Experienced in life," communication and organization skills
-Experience or talent in arts
-Knowledge of Community resources
-Not a present Cipriani parent
-Director has trust of Project Staff in choosing Aide

First Arts Experience: to be a four week block, Mondays and Wednesdays, 1:15 to 2:00, to begin soon (a few weeks).

Eight-day Experience:

-Firestone-	Drama and movement activities
-Butts-	Puppets
-Bosley-	Dance
-Taylor-	Music
-Chin-	Film and music
-Franchi-	Music
-Smith-	Creative writing, slides

Tabled items:
-When will Arts Units begin?
-Finalizing of Arts plans

9/29 Arts and Education Project ("Mini-Arts-Units")
-Begins 10/18 to 11/10, for four weeks on Mondays and Wednesdays
-Time: 1:15 to 2:00 p.m.

Films from "American Theater Arts for Youth" program:
A. Students have opportunity to see at least one of these films:

Charlotte's Web	10/22
Black Beauty	11/19
Tom Thumb	12/17
Oliver	2/8

B. Bosley's idea to prepare group for particular performance and have a follow-up Art experience

Charlotte's Web	Chin and Taylor
Oliver	Butts, Franchi and Firestone

"Promising Programs" provided by State (California Educ. Dept.):
-If interested in observing new programs, release-time may be given to Project Staff through Performing Arts fund

Chorus with Verna Franchi: Mon. and Weds., 2:00-2:30.

10/6 "American Theater Arts for Youth" films:
Project Staff is to keep students money until all is turned in.
Write check to Jeannie Bosley for total amount.

Tabled item:
Role of instructional aide for Project

10/13 CEMEREL- Five Sense Store: This is an In-service opportunity.
Workshop to be held in Oakland, CA., Nov. 6
"Theater Games" Workshop for six hours

California Arts Council Meeting:
Local meeting (Nov. 21) in Saratoga, CA and Palo Alto, CA (Nov. 20).
Mr. Shigley has more information.

"Charlotte's Web:" leftover students from Chin and Taylor's class will be split up and sent to remaining teachers, while they are gone to film.

Film scheduling:
Decision to "drop" the film "Black Beauty" because not enough students signed up. Those children that did sign-up should see Mr. Boyd (aide) on 10/14 to be reassigned.

First "Mini-Arts-Units" schedule:

Franchi	Nonsense and Fun Songs
Chin and Taylor	Charlotte's Web
Bosley	Puppets
Firestone	Theater games and Improvisations
Butts	Modern dance
Smith	Slide creation and presentation

Sign-up lists for these Arts activities due by 12:00, Oct. 15.

Role of instructional aide discussed with Mr. Boyd:
-Five hours daily, 8:30 a.m. to 2:30 p.m.
-Can take group of students in room 5, for art activities
-Art and Project business has top priority

"Promising Programs:" Mr. Shigley has information on possible visitations.

10/20 Arts: student evaluation form- three areas to consider:
-Attitude
-Participation
-Product
A scale of one to five is to be used. Mrs. Bosley suggested attaching this form to other report card form.

Music In-service:
Dr. Fitzmaurice is available for workshop.
Mr. Shigley will investigate possible dates/times for workshops.

10/27 Project Staff members are considering a presentation of Arts for future I.I.A. Conference (individualized instruction).
Arts related activity could be shared at conference.

Mr. Boyd will begin contacting people/organizations for In-service activities relating to Arts Project.

San Mateo Psychological Association Conference: Cipriani parent, high school teacher and artist, Doris Arrington will present one session "The Use of Art as a Form of Nonverbal Communication in the Classroom." Nov. 5, 3:30-5:00 p.m. Mr. Boyd has more information for Project Staff.

Drama: Carlmont High School Drama presentations for our classes may be arranged by contacting Lisa Stewart (student).

Mr. Shigley made available material and booklet, "Relating the Arts." This information is on file with Mr. Boyd.

11/3 "Picture Day" caused a rescheduling of "Mini-Arts-Unit," (the multipurpose room used was not available)

KGO-TV 1976 "Young Sounds of Christmas" is a possible activity for school chorus.

Stanford University Art Museum: available for educational use and tours. (See Mr. Boyd for schedules, details)

Aesthetics and Environmental Education, copies of this resource were presented by Mr. Shigley and are on file with Mr. Boyd.

Format for "Mini-Arts-Units" activity guides was introduced and adopted by Project Staff. Format:
-Activity
-Objectives
-Materials, equipment, space
-Teaching strategies
-Group
-Time
-Recommendations

Write-ups of these guides should be given to Mr. Boyd when completed.

Arts Evaluation (student) Form: previous format was adopted and Miss Butts will design and produce finished form.

Planning (scheduling) second "Mini-Arts-Units:"
Temporary activities planned for period of Nov. 22 to Dec. 15 include:

Franchi and Taylor	Christmas Chorus (Program Dec. 16)
Chin	Square dancing
Butts	Christmas ornaments
Smith	Papier mache
Boyd	Printmaking
Firestone and Bosley	Drama (play, scenery, props, acting)

Mr. Boyd will be out Nov. 8-9 in the mornings to discuss Arts Project with Elliot Eisner, Stanford University and Kay Alexander, Palo Alto Art Consultant for Elementary Education.

11/10 Dr. Fitzmaurice has been scheduled (Jan. 12) for music workshop ("The Use of Aides in the Classroom") for Project Staff.

Write-ups of "Mini-Arts-Units" activities guides are due Nov. 24, turn into Mr. Boyd.

Mr. Boyd reported on talks with E. Eisner of Stanford University and K. Alexander of Palo Alto Schools.

Project Staff mentioned they would appreciate more time for "Mini-Arts-Units."

11/15 Mr. Boyd is asking and gathering information for Project Staff activities and Interim Report to U.S.O.E.

12/1-8 "Communication Skills" workshop for Project Staff. (No Project Staff meeting)

12/15 National P.T.A. Art Contest announced for students. Entree deadline is Feb. 2. Mrs. Fruhwirth and Mrs. Franchi will obtain additional information.

The next "Mini-arts-unit" schedule will be adjusted. This is an item for next meeting.

Interim Report on Arts Project mailed to Federal Government.

1/5/77 Interim Arts Report distributed to teachers. Staff should read it carefully and suggest their ideas, recommendations or criticisms for improvements.

Jan. 12 was established as deadline for completing write-ups of teacher guides for Second "Mini-arts-unit."

Mr. Shigley reminded staff of "Promising Programs" for staff visitation. Federal funds are available for transportation.

Third "Mini-arts-unit" schedule: Jan. 10-Feb. 4. (Fridays have been added for this session.)

V. Franchi.....Song writing
C. Taylor.....Varied art experiences
C. Firestone.....Papier mache masks
A. Boyd.....Basic design
B. Fruhwirth.....Batik
J. Bosley.....The Art of sewing
M. Smith.....Color creations-kaleidoscopes
D. Chin.....Song and filmstrips

Student evaluation forms for Arts are available from A. Boyd.

1/26 D. Chin suggested teachers include their names and title of "Mini-arts-unit" student completed on arts evaluation forms.

V. Franchi announced, Betsy Armstrong will lead group singing on Fridays, beginning Feb. 18.

Third "Mini-arts-unit" has been extended to Feb. 7.

Fourth "Mini-arts-unit" will begin Feb. 16 and end on March 16.

C. Firestone wishes to use room 3 for his Fourth "Mini-arts-unit" class.

Ideas for another Arts Proposal were briefly discussed.

J. Bosley suggested having "Arts" the focus of the school "Open House," March 22.

B. Fruhwirth and C. Firestone will report on their visit to Orange, CA Schools' Arts Program at next meeting.

Mr. Shigley asked staff to consider presenting workshop on this year's Arts Project at "Friday Forum."

2/2 Discussion of length of "Mini-arts-unit" led to idea of having six-day classes and rotating students to other classes.

Fourth "Mini-arts-unit" classes, Feb. 16-March 16:

A. Boyd and J. Moorhouse.....Ceramics
C. Taylor.....Varied art experiences
D. Chin.....Line designs
J. Bosley.....Weaving
M. Smith.....Stitchery wall hangings
C. Firestone, V. Franchi,
B. Fruhwirth.....Musical, "Oliver!"

"Friday Forum" changed to "Thursday Think Tank." Ideas for staff presentation discussed. Possible topics: teacher arts guides and Project funding.

C. Firestone suggested having his dance instructor present a dance workshop/performance for students and staff. Staff very interested.

2/9 Feb. 22 is deadline for staff to complete write-ups of teacher guides for Third "Mini-arts-unit."

F. Shigley announced he is going to visit "Mini-arts-unit" classes to photograph students at work, for documentation.

Arts sign-ups for students of Fourth "Mini-arts-unit" will begin Feb. 14.

Arts exhibit locations for student work will be investigated by A. Boyd.

Arts Objectives for school and Project were discussed for the areas of visual arts and drama.

Reminder: Betsy Armstrong is coming Feb. 18, 1:30 and 2:00 for group singing.

2/16 Arts proposal for next year discussed. New deadline of March 23 announced.

Dates for coming arts events:
Feb. 18....."Oliver!" film
.....Betsy Armstrong begins series
April 25.....Joyous Puppets

3/2 March 16 San Francisco State Attic Theater will present favorites from "Dr. Seuss."

Jo Moorhouse announced she has information on a possible dance workshop/performance for students and staff.

F. Shigley reminded staff that April 28 is date for sharing of school's arts Project at "Thursday Think Tank."

"Rumplestiltskin" will be presented by the San Francisco State Repertory Theater, April 21.

Staff agreed to submit and write another arts proposal for next year. Proposal objectives discussed.

3/9 J. Bosley attended recent More Able Learner Conference and has information on the arts.

3/16 Project objectives were tabled for next meeting.

Fifth "Mini-arts-unit" will begin after Spring Vacation.

V. Franchi has additional information in coming Puppet show.

Plans for "Arts Open House" were discussed and developed for the evening of March 22.

March 18-rehearsal of "Oliver!" by students.
March 21-primary grade students to watch "Oliver!" production.

3/31 Fourth "Mini-arts-unit" teacher guide write-ups due April 13.

Fifth "Mini-arts-unit" will begin April 13. Student sign-ups will be April 11-12. Session will end May 13.

C. Taylor.....Tonettes
B. Fruhwirth.....Sand works
M. Smith.....Murals and dioramas
C. Firestone.....Art History experiences
A. Boyd and J. Moorhouse.....Ceramics
D. Chin.....Found and Junk Art
V. Franchi.....Singing
J. Bosley.....Developing creativity
S. Lynn.....Tee Shirts

C. Taylor and B. Fruhwirth will "trade-off" arts students after six class meetings.

Joyous Puppets are coming April 25--No Arts classes.

Staff has agreed to schedule one more "Mini-arts-unit" for the last weeks of the school year.

"In Touch through the Arts" exhibit at Twin Pines Cultural Center in Belmont, March 29-April 28. J. Bosley has more information.

Objectives for Arts Project discussed and rewritten. More work is needed at next staff meeting. Also "professional endorsement" of objectives is required.

4/13 "Public Schools Week" will be April 18-23, staff members agree to have this week an "open house." Parents will be invited to attend "Mini-arts-classes" with their children.

Cipriani School may have Dance Company residents next year if School Board accepts proposal for California Arts Council application.

May 2, International Dance Company will perform for students. (No arts classes .)

Cartoonist Al Wiseman is available for student shows. A. Boyd will inquire for staff.

Arts Project objectives were tabled for next meeting.

4/20 "Thursday Think Tank" presentation of school arts Project was planned and scheduled for 3:45, April 28, here in the library.

V. Franchi will take arts students of C. Taylor and D. Chin April 27 while they are with fourth grade on field trip.

Arts Project objectives were discussed and staff plans to share these with participants of "Thursday Think Tank."

Marilyn Campbell, Art Consultant for Goleta Schools Creative Arts Program, is scheduled for project staff workshop, May 10.

Al Wiseman, professional cartoonist, has be scheduled for a special student show and activity, May 17.

4/27 Arts objectives for Project were discussed and rewritten.

Further planning and decision making for "Thursday Think Tank" conducted by project staff.

5/18 Sixth (final) "Mini-arts-unit" planned and scheduled for May 23-June 10. Student sign-ups will be Friday, May 20.

J. Bosley.....Weaving
B. Fruhwirth.....Ceramics
M. Smith.....Choral reading
C. Taylor.....Cartooning
D. Chin.....Paper motion pictures
V. Franchi.....Beginning band

Arts teacher guides write-ups for Fifth "Mini-arts-unit" are due Wed., May 25.

F. Shigley reported that Lou Nash (Art Consultant for State of California) suggested a team from the California Arts Alliance should visit Cipriani School to discuss and review Arts Project with project staff.

Cartoonist, Al Wiseman was rescheduled after he did not show for performance. He will visit May 24, 1:30-2:30.

SECTION VIII

PROJECT PRE-SERVICE AND IN-SERVICE RECORD

PROJECT PRE-SERVICE AND IN-SERVICE RECORD

This section is included in the report to show the chronological sequence of pre-service and in-service contacts and events. Staff development is a major component of the Project. Little was done as a blanket in-service for the whole staff. Rather, individuals persued their own needs and interests.

Project Staff:

8/23-24/76 Meeting of Project Staff to set preliminary plans for early part of school year.

12/1,8/76 Workshop for Project Staff, "Communication Skills," led by Rick Gemmet, San Mateo County Schools, Supt. Office.

1/12//7 Project Staff met with Dr. Fitzmaurice to learn about program to train volunteers for the classroom music program and review Palo Alto Junior League's participation in such a program.

4/21/77 "Rumplestiltskin" actors directed a workshop and activties for students and teachers after their performance.

4/25/77 Joyous Puppets led teacher workshop after school performance for students.

4/28/77 Project Staff presented workshop outlining the Art Project for Belmont School District teachers, administrators and other personnel.

5/10/77 Marilyn Campbell, Art Consultant for Goleta Schools Creative Arts Program directed workshops and discussions on developing and sustaining an elementary school art program, for Cipriani staff and other district personnel.

Jeannie Bosley:

11/5/76 San Mateo County "Arts Experience" Workshop, with Doris Arrington. (See SECTION I-PROJECT LOG)

Puppet Workshop, directed by Bonnie Julian, University of California, Santa Cruz.

"Arts and Crafts," course offered by College of Notre Dame, Belmont, CA.

1/10/77 "Art-a-Fact" Workshop, directed by Kay Alexander at American High School, Fremont, CA.

1/24/77 Lecture/discussion "The Aesthetics of Imagination and the Aim of Education," by Elliot Eisner, Stanford University.

2/24/77 Workshop, "Teaching for Creativity in Art" presented by Alison King at conference of California Association of the Gifted.

3/25/77 "In Touch Through the Arts" Conference, Asilomar, CA.

4/13/77 Weaving class begins at San Mateo Recreation Dept., Pricilla Randall instructor.

4/20/77 "Cartooning for the Classroom Teacher" offered by the Burlingame Recreation Dept., Ed Mitchell and Jim Brown teachers.

5/15/77 Workshop of medieval arts through "A Medieval Experience" at U.C. Santa Cruz.

Dan Chin:

10/29/76 "Education Through Music," Friday Forum, Belmont, CA.

11/6/76 "Theater Games," CEMEREL Workshop, Oakland, CA.

1/10/77 "Art-a-Fact" Workshop, directed by Kay Alexander at American High School, Fremont, CA.

Carl Firestone:

1/19-21/77 Visit to Orange, CA to observe dance program, "Artist-in-the-Schools" project.

3/25/77 "In Touch Through the Arts" Conference, Asilomar, CA.

Modern Dance Techniques, Xoregos Dance School, San Francisco, CA.

Verna Franchi:

10/29/76 "Education Through Music," Friday Forum, Belmont, CA.

4/6/77 California Music Educators Conference-workshop on integrating arts and classroom curriculum.

"Keyboard Arts" and Piano Class, Belmont, CA, instructor Laura Nicolaisen.

Barbara Fruhwirth:

11/14/76 Dance workshop with Gus Giordano, Skyline College, CA.

Ceramics class offered by the Recreation Dept. at Moffett Field, CA.

Dance classes directed by R. Kirkpatrick School of Dance, San Mateo, CA.

1/19-21/77 Visit to Orange, CA to observe dance program, "Artist-in-the-Schools" project.

5/21/77 Chinese arts through "American Chinese," at U.C. Santa Cruz.

Marylin Smith:

10/16/76 San Mateo County Reading Association Workshop, San Mateo, CA.

Caryl Taylor:

11/5/76 San Mateo County "Arts Experience" Workshop, with Doris Arrington.

Puppetry Workshop/Class, College of Notre Dame, Belmont, CA.

"Art in the Elementary School," class at College of Notre Dame.

Orff Schulwerk "Improvisation and Dance Workshop.

4/20/77 "Cartooning for the Classroom Teacher" offered by the Burlingame Recreation Dept.

5/15/77 Workshop of medieval arts through "A Medieval Experience" at U.C. Santa Cruz.

SECTION IX

DISSEMINATION

DISSEMINATION

This section briefly lists the contacts and reponses made by the project director and staff to disseminate information about the project. All inquiries were answered. Some efforts were made to initiate dissemination locally. During the early part of the project year it was only appropriate to discuss the activity of the project itself. Later it was possible to demonstrate products, plans and systems evolving from the developmental year.

11/8/76	A. Boyd contacts Elliot Eisner of Stanford University, to discuss, generally, the Arts Project and development of arts curriculum.
11/9/76	Discussion between Kay Alexander, Art Consultant of Palo Alto Elementary Schools, and A. Boyd to arrange workshop with project staff for "trouble-shooting" in an Arts Program.
11/10/76	A. Boyd met with Dick Sperisen, Art Consultant of San Mateo City Schools, to seek his advice and impressions of project and proposal.
12/16/76	Charles Garoian of Los Altos High School (Art teacher) and A. Boyd informally discuss project and curriculum development in elementary school arts.
2/8/77	Ann Reich, Program Coordinator of Arts in Education for Seattle Public Schools requested information on project and arts education in Belmont Schools. A. Boyd mailed material required.
2/15/77	Ruth A. Keitz, Art Coordinator of Anchorage School District contacted Cipriani School to obtain information on arts project. Appropriate material sent to Anchorage Schools.
3/22/77	Inquiry from Jeanne Goodman, Art Coordinator of Illinois Alliance, concerning arts project answered by A. Boyd.
3/25/77	Carl Firestone presented workshop for educators at "In Touch Through the Arts" Conference, Monterey, CA. Topic: movement and dance in the elementary curriculum.
4/18/77	Beginning of Public Schools Week. Parents visit arts classes to observe and discuss arts project with teachers.
4/28/77	Project staff presents program and workshop on arts project to group of teachers, administrators and other personnel from the Belmont School District at "Thursday Think Tank."

5/6/77	Robert Reasoner, Assistant Superintendent of Los Altos Schools, contacts F. Shigley to obtain information of project and development of project. Informative material mailed.
5/18/77	C. Firestone discussed project and arts objectives with Shela Xoregos, dance instructor, San Francisco, CA.
5/23/77	B. Fruhwirth contacted Robert Kirkpatric, Dance instructor, to obtain professional endorsement of arts objectives and review project.
5/25/77	Verna Franchi met with Laura Nicolaisen, Music instructor at Serra High, San Mateo, to discuss project and objectives.
5/26/77	A. Boyd met with Dick Sperisen of San Mateo City Schools to finalize objectives for arts project.
5/27/77	Kay Alexander and A. Boyd discuss objectives written for final arts report.
6/16/77	Project objectives are presented to Belmont School District Curriculum Committee for review and discussion.
6/20/77	Two copies of Final Report mailed to, ERIC Processing and Reference Facility, Bethesda, Md.

STUDENT EXHIBITIONS AND PERFORMANCES:

12/16/76 Visual art exhibit and stage production of performing art students for parents and public, Cipriani School.

1/20/77 Opening of exhibit of woodblock prints by students. Displayed at Belmont School District office.

3/1/77 Stuffed animal-pillows displayed in administration office of Cipriani School.

3/22/77 Cipriani School Arts "Open House" Night. Students exhibit visual arts and perform stage production of "Oliver!" for parents and public.

3/24/77 Ceramics exhibition opens in office of Cipriani School.

Cipriani performs stage production of "Oliver!" at Nesbit School, Belmont, CA.

3/29/77 Three Cipriani students represent the Belmont School District in "Youth Art Exhibit '77" of San Mateo County, Redwood City, CA.

SECTION X

SUMMARY

Summarizing the project is most concisely done by reporting the accomplishment of the project objectives.

The project staff will create and adopt three performance objectives appropriate to grades 4, 5, 6 students in each of the following arts (drama, dance, vocal music, visual art) that demonstrate a knowledge of the structure of each art form.

> The project staff created seventeen (17) educational objectives appropriate to grades 4, 5, and 6 students. Four (4) for drama; five (5) for dance; four (4) for music; and four (4) for visual arts.

The project staff will create and field test at least one exemplary teaching guide for each objective that serves as a complete lesson plan and will demonstrate a form for developing parallel activities.

> The project staff created and tested some thirty-six (36) teaching guides. Ten or twelve class sessions of multiaged groups were used to field test each guide.

The project staff will reconcile the twelve arts objectives with the latest California State frameworks for drama, dance, music and art by citing appropriate page numbers as footnotes to the objectives.

> Of the seventeen (17) arts objectives created, recommendations and references were found in California State curriculum frameworks for all. Some fifty-one (51) references were identified as a conceptual foundation.

The project staff will further reconcile the twelve objectives with the latest California State framework for the Humanities by citing page numbers as footnotes, or by italicizing phrases transferred verbatum from the framework to the objectives.

> References were identified in the State Humanities framework for all objectives created by the project staff.

The project staff will enlist the counsel and endorsement of a recognized professional artist for each newly created arts objective in the area of their respective expertise.

> Consultation and endorsement of the objectives were obtained from five (5) sources by the project staff.

The project staff will identify a cadre of classroom teachers who are competent to provided arts-integration in-service education to other school faculties in the district.

> The project director recommends the project staff, as a body and in subgroups, as a cadre capable of providing in-service to other faculties. Two dissemination efforts tested that capability.

Operation of the project followed the program narrative plan very closely. The clerical assistance component sustained the staff communications and housekeeping support. Both clerical assistance and supply component supported the field testing which went beyond expectations. Staff in-service experience provided individual staff with motivation and ideas that were directly implemented in the project work. Visitation to exemplary school sites was overestimated in the plan. Staff members did not take much advantage of that component. Those who did, were only moderately impressed with the value of it.

The project caused a collective effort among this school staff. It created an "arts" identity for the school within the district and validated a credibility for this staff. The project caused an identifiable curriculum development in arts education and a confidence in a staff to persue and support the development to others.